

Research on the Development of Teacher-Student Relationship in the Ecological Chain of Entrepreneurship Practice

—Based on symbiosis theory

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Abstract. This article is based on the ecological chain system of entrepreneurship practice in Hohai University, and studies the internal mechanism of the ecological chain in accordance with the concept of symbiosis. Aiming at the problems of the teacher-student relationship in the current ecological chain, it is proposed to establish an internal energy exchange mechanism in the ecosystem and develop a balanced mechanism for the symbiosis unit, which aims to provide a new direction for the development of entrepreneurial practical education. This article applies the symbiotic theory to the study of entrepreneurial education and analyzes the symbiotic relationship between the tutor and the students in order to establish a mutually beneficial and win-win development and balance mechanism.

1. Related concepts and content

1.1 Symbiosis theory

The symbiosis theory is a new theory extended by Chinese scholar Yuan Chunqing to the field of social science after studying the concept of biological symbiosis and related theories put forward by western scholars. He believes that symbiosis is not only a biological phenomenon but also a social phenomenon; symbiosis is not only a natural state but also a plastic state. Scholars at home and abroad have pointed out that the elements of symbiosis include symbiotic units, symbiotic models and symbiotic environments. A symbiotic unit is a unit of production and exchange of basic energy that constitutes a symbiotic relationship. It is a basic material condition for forming a symbiotic body. A symbiotic mode refers to the way and intensity of interaction between symbiotic units. Common symbiotic modes are biased symbiosis Reciprocity, symbiosis, etc.; Symbiotic environment refers to the way in which symbiotic organisms and the external environment exchange materials, information and energy. The symbiotic environment is the basis for the existence and persistence of the symbiotic relationship.

1.2 Symbiosis between teachers and students in the ecological chain of entrepreneurial practice

After more than ten years of exploration, Hohai University has initially established a relatively complete entrepreneurial education system. Hohai University has built the "lecture hall + competition + workshop" college students' entrepreneurial practice ecological chain suitable for the school situation. The "lecture hall + competition + workshop" college students' entrepreneurship practice ecological chain refers to entrepreneurship education throughout the entire process of students' entrepreneurial needs, from the establishment of entrepreneurship courses, to the establishment of an entrepreneurial culture platform, to the incubation of entrepreneurial projects, to provide a full process and comprehensive guidance for college students' entrepreneurial practices and service. In college innovation education, entrepreneurial instructors and entrepreneurial practice students are the

two most important subjects throughout the entire ecological chain. This article applies the symbiotic theory to the study of entrepreneurial education and analyzes the symbiotic relationship between the tutor and the students.

1.3 Symbiotic factors in the ecological chain of entrepreneurship practice

1.3.1 Symbiotic unit

In the symbiosis theory, the symbiotic unit refers to the basic energy production and exchange unit constituting the symbiotic body. There is also such a symbiotic unit in the entrepreneurial practice ecological chain. Entrepreneurship instructors and students are the two main units in the ecological chain. In the entrepreneurial practice ecological chain, teachers provide their own entrepreneurial knowledge and scientific research results, and grow together with students in the entrepreneurial practice.

1.3.2 Symbiosis mode

The symbiosis mode mainly displays the symbiotic relationship that is the way of interaction or the combination of the symbiotic subjects. The teacher-student symbiosis model is that teachers and students interact and promote each other in the ecological chain of college students' entrepreneurial practice. At the same time, teachers can continuously sum up experiences and lessons and grow together with students. Symbiosis includes mutual benefit symbiosis, competitive symbiosis and partial benefit symbiosis in the form of expression. Among them, mutual symbiosis is the ideal state of the teacher-student symbiosis model. Teachers' in-depth participation in the entrepreneurial practice ecological chain not only strengthens the spirit of students' innovation and entrepreneurship, but also further enhances teachers' ability to innovate and entrepreneurship.

1.3.3 Symbiotic environment

Symbiotic environment is the foundation on which the symbiotic relationship exists and persists. In the entrepreneurial practice ecological chain, the environment in which teachers and students co-exist is complex and diverse. We can analyze from the three levels of the ecological chain, mainly including the entrepreneurial teaching environment, policy environment and entrepreneurial practice environment. The entrepreneurial teaching environment mainly includes the construction of teaching courses, the size and strength of teaching teams, and methods and methods of teaching assessment. The policy environment mainly includes a series of preferential policies and encouragement policies formulated by the government, schools, and off-campus enterprises, which are designed to help college students' entrepreneurial practice. The entrepreneurial practice environment mainly includes an entrepreneurial competition platform and an entrepreneurial incubation platform. The improvement and optimization of the symbiotic environment is an important guarantee for the symbiotic development of teachers and students.

2. The status of teacher-student relationship in innovation and entrepreneurship education

2.1 Insufficient driving force for students' innovation and weak entrepreneurial awareness

In recent years, under the current situation where the external driving force of innovation and entrepreneurship in terms of policy care and business support has continued to increase, the problems affecting the development of innovation and entrepreneurship of college students have mainly focused on the areas with insufficient internal drive. Some students do not fully understand entrepreneurship and believe that entrepreneurship is not a good job. Participation in relevant entrepreneurship courses is only for obtaining credits. Students are not enthusiastic about innovation and entrepreneurship, and it is difficult for teachers to inspire students. Students and teachers always maintain a sense of distance. Lack of contact and exchange in the process of participating in innovation and entrepreneurship. In addition, a considerable number of students are in a passive

position in the process of innovation and entrepreneurship. They often practice under the guidance of teachers and lack initiative.

2.2 Teachers' professionalism is low, and it is difficult to guarantee the quality of teaching

At present, the teachers of innovation and entrepreneurship education in China still need to be improved. Although full-time teachers in colleges and universities have rich teaching experience, most of them lack of entrepreneurial practice experience. They are often composed of teachers in economics and related majors or management cadres engaged in ideology, politics, and employment guidance. Those with industry experience are mainly employed on a part-time basis and lack teaching experience. This is one-sided for students' innovation and entrepreneurship education and has a low degree of professionalism. It is difficult to help students with their entrepreneurial practices. The number of teachers who have both teaching experience and entrepreneurial experience is small, and it is difficult for college teachers to train.

2.3 Teachers and students get separated and lack interaction mechanism

In the process of innovation and entrepreneurship education for college students in China, many of the roles of teachers are limited to the old concept of "teacher-led, student-creation". It serves as a mentor, not a participant, but its essence is to position teachers in off-site guidance for students' innovation and entrepreneurship, but the off-site guidance method does not benefit students to a high degree. In the long run, teachers' participation in innovation and entrepreneurship is getting lower and lower, and it is difficult to provide authoritative and professional guidance to students. The cooperative relationship between students and teachers has become weaker, which has hindered the process of innovation and entrepreneurship education in universities to a certain extent. Under the environment of mass entrepreneurship and innovation, innovation and entrepreneurship is not only a matter for students, but also a teacher's responsibility. The role of the teacher in the innovation and entrepreneurship instruction course must be repositioned. Teachers should participate in the process of college students' innovation and entrepreneurship, and grow together with college students of innovation and entrepreneurship.

3. Thoughts about the symbiotic relationship between teachers and students

3.1 Establishment of an internal energy exchange mechanism in the ecological chain

The key to the development of symbiotic relationships lies in the generation and transformation of symbiotic energy within the ecosystem. For the entrepreneurial practice ecological chain, the symbiotic energy is released when teachers and students interact in the "lecture hall + arena + workshop". New energy is constantly generated and exchanged between symbiotic units, which strengthens the symbiotic relationship between the units. The symbiosis units of teachers, through mutual symbiosis in the ecological chain, increase their teaching level and entrepreneurial experience, and further improve their guidance ability in entrepreneurial competitions and entrepreneurial practices in the original teaching function. For the student symbiosis unit, the entrepreneurial knowledge imparted by the teacher is absorbed in the ecological chain, and the entrepreneurial results are positive feedback to the instructor in the competition and practice, so as to increase the total energy in the ecological chain. The internal exchange mechanism of symbiotic energy can promote the gradual optimization of the ecological chain, generate value-added system benefits, and help the horizontal expansion of the ecological chain, forming a virtuous circle of development.

3.2 A mutually beneficial and win-win development balance mechanism established by the symbiotic unit

As the main body of the symbiotic relationship, the symbiotic unit is the active part to support and maintain the existence and development of the symbiotic body. We should establish a reciprocal and win-win development mechanism between students and teachers to enable teachers and students to interact and promote each other in the ecological practice chain of university students' entrepreneurship, enhance students' awareness of innovation and entrepreneurship, and improve their ability to practice and innovate. Teachers use their own scientific research results to participate in the project in depth. Students under the guidance of teachers carry out scientific and technological innovation activities and produce academic results such as dissertations, patents, research reports, or they can conduct seminar teaching, case teaching, and flip classroom in the teaching of innovative and entrepreneurial courses, teacher-student communication is carried out to inspire each other, so as to form a healthy interaction and complementary advantages of teachers and students, and promote and improve together. Teachers use academic achievements to drive students' innovation and entrepreneurship, form a virtuous circle of science and education integration and common growth, and establish a mutually beneficial and win-win development and balance mechanism.

3.3 New trends of entrepreneurial ecological chain based on symbiosis theory

The ecological chain of teacher-student co-creation is the new development direction of the entrepreneurial practice model of teacher-student reciprocal symbiosis. Specifically, it refers to the innovation in three aspects: the inspiration of entrepreneurial thinking, the evaluation of virtual operations, and the concrete implementation of entrepreneurial projects. The two symbiotic units of teachers and students form a double-spiral symbiosis mode in a symbiotic environment, and play a synergistic role of the ecological chain and the symbiosis chain to form a new double-chain mode.

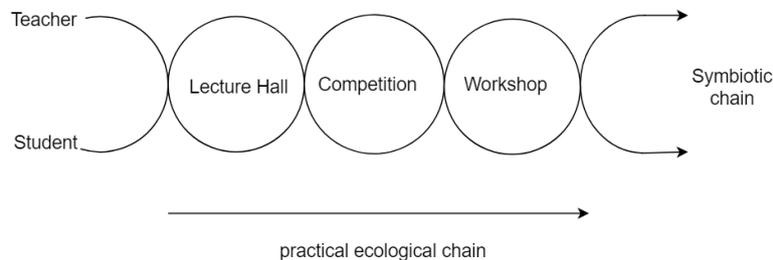


Fig.1 double-spiral symbiosis mode

In recent years, Hohai University has continuously explored in entrepreneurship practice education, and has established a relatively mature "lecture hall + competition + workshop" ecological chain system. In addition, through the theme training and salon for entrepreneurial teams, the establishment of entrepreneurial teams and tracking files for entrepreneurial students, the entrepreneurial mentors and outstanding entrepreneurship alumni are invited to conduct thematic reports and practical problems in the different stages of university entrepreneurial enterprises' corporate financing and team management. Salon, to increase students' entrepreneurial knowledge, enhance their entrepreneurial awareness, and enhance their entrepreneurial capabilities. Carrying out entrepreneurial tutor campus tours and entrepreneurial mentor meetings provides a platform for successful entrepreneurs to share face-to-face with entrepreneurial students.

4. Summary

College entrepreneurship instructors should not only be students' guides and service providers, but also learners. Through teacher-student co-creation, we can realize a reciprocal symbiosis model of project leadership, resource aggregation, energy exchange, and innovation. The teacher chain and the

student chain are connected, so that the double chain is deeply integrated in the ecological chain of entrepreneurship practice and an ecological cycle system of positive interaction between college students' innovation and entrepreneurship education is constructed.

On the basis of the platform construction of innovation and entrepreneurship education, universities strengthen the links between teachers and students, promote the diversified development of the entrepreneurship education ecosystem, and form a model of entrepreneurship education based on the symbiotic-enterprise practice double-chain integration, providing new opportunities for innovation and entrepreneurship development in universities.

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