

Analysis of Problems Existing in Education of Entrepreneurship in Local Undergraduate Colleges and Universities Majoring in Economic Management

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Abstract—Entrepreneurship education should change with social development and market changes, and teachers' teaching methods should keep pace with The Times. This paper makes an in-depth analysis of the entrepreneurial education of current local undergraduate students majoring in economics and management, puts forward the deficiencies in the entrepreneurial education, and makes a practical analysis of each problem.

Keywords—local undergraduate universities; economic management; entrepreneurship education; problem analysis

I. INTRODUCTION

The research on entrepreneurship education of local undergraduate colleges and universities major in the economics and management has the following values.

Firstly, it helps to update education concept. Entrepreneurial education is a new education concept, which provides all-round guidance for students from entering school, graduation to entering society. ^[1]This education concept is more responsible. Universities carry out entrepreneurship education, which means that colleges and universities no longer simply send students into the society, but also carry out advance practice for students to enter the society. The development of entrepreneurship education can help teachers better understand the needs of society for talents and help teachers change education concept. Secondly, it can provide an effective way for the current quality education practice. The development of quality education can cultivate students from multiple perspectives and play a positive role in entering the society. However, the development of quality education is not simple. In view of this situation, it can take entrepreneurial education as the starting point and train students through effective entrepreneurial education to improve their comprehensive ability.

II. PROBLEM ANALYSIS

A. *Too Much Emphasis on Teaching Theory, Little Practical on Experience*

Strictly speaking, entrepreneurship education is a practical course, and practice is the most critical part. However, this is not the case in actual teaching. Many teachers in local

undergraduate colleges tend to explain theoretical knowledge about entrepreneurship. For example, the necessary conditions for starting a business, the predicted capital for starting a business, the problems that should be paid attention to in starting a business, the survey of entrepreneurial projects and so on. All of these questions, most of the students are in the classroom carefully listen to know the steps of operation, and clearly how to analyze, but no actual operation. In the whole teaching of entrepreneurship education, the practice to the greatest extent is to make a questionnaire, then students fill in and supplement each other, make several data charts, summarize and draw a conclusion. In fact, this kind of problem generally exists in education of local undergraduate business management majors. Most local undergraduate students majoring in economics and management are regarded as "economically astute" by outsiders, but in fact, in the practice of entrepreneurship education, the problem of their nearly zero practical experience is exposed. Even excellent students are in a semi-blank state in practice. Students can not give the actual business case, only around the theoretical knowledge to discuss, is undoubtedly the behavior of drawing cakes to satisfy hunger. ^[2]

B. *The Lack of Entrepreneurial Atmosphere in the Campus, and Students' Entrepreneurial Enthusiasm is not High*

Professional management of local undergraduate colleges and universities takes teaching and knowledge teaching theory as a key education in the process of entrepreneurship, which puts the cultivation of students' entrepreneurial thinking and ability in the second-level position, and the lack of business teaching provides strong human resources, equipment, capital and time support for students, resulting in a serious blow to the enthusiasm of college students in entrepreneurship. In addition, the entrepreneurial teaching activities carried out by the universities are relatively simple and rough in design, so students cannot get much help by participating in these activities. For example, there is nothing new in entrepreneurship forums, competitions and other activities carried out by local undergraduate economics and management majors, and the content is relatively similar. In this way, students' enthusiasm for participation cannot be mobilized, and students' participation in activities cannot provide substantive help for future entrepreneurship. ^[3]This situation leads to the

failure of entrepreneurship teaching of economic management majors in universities, and it does not help students much in the future.

C. Education Entrepreneurship Teachers are Relatively Scarce and the Strength is Weak

The entrepreneurship teaching of students in local undergraduate colleges is characterized by strong practicality and comprehensiveness, which requires the teachers who carry out this teaching to have higher comprehensive quality and certain teaching experience, and can effectively combine practical teaching with theoretical teaching. But in actual teaching, the responsibility of teaching entrepreneurship is usually guidance center counselor or teachers; they are in the process of teaching. Although they can well explain the theoretical knowledge, yet limited by conditions of schools, students can't have a chance to practice, and entrepreneurship practice is a lack of successful case. So the teacher can't through the interpretation of specific case provide students with valuable experience. It can be seen from this at present, the teaching staff of college students' entrepreneurship in local undergraduate colleges is relatively scarce and their strength is weak. As a result, the teaching of students' entrepreneurship cannot play its role and provide strong support for college students' entrepreneurship.^[4]

D. Few Entrepreneurial Platforms

The environment that students have the most contact with is the school. The platform for students to start their own businesses is still dominated by the school. They may participate in a lot of entrepreneurial activities, but most of the time they are still around the theory and do not go deep into the enterprise to learn and experience. There is no special platform for entrepreneurship, which is an obvious deficiency in education of entrepreneurship of economics and management major in most local undergraduate universities.

E. The Connection Between Professional Courses and Entrepreneurship Courses is not Clear

In the process of carrying out various education teaching work in universities, entrepreneurship education is not taken as the key education content. Due to the neglect of entrepreneurship education, discipline construction planners did not make a serious plan for it. Even though they made a plan for entrepreneurship courses, they did not pay much attention to it and invested much energy in it, so the plan was not scientific and reasonable. As a result, the connection between economics and management courses and entrepreneurship courses is not clear, and the development of entrepreneurship education cannot keep pace with the Times.

Secondly, in the process of changing the social demand for talents, local undergraduate colleges have also realized the importance of cultivating students' entrepreneurial ability. Local colleges and universities have increased their attention to entrepreneurial education.^[5] However, because there are too many subjects for colleges and universities to take into account, yet funds and staff are limited, they cannot put all energy into entrepreneurial education. Therefore, support for entrepreneurial education is insufficient. In this way, the entrepreneurship education course is not perfect, and there are

still loopholes in the course system. Finally, in order to ensure the effectiveness and scientificity of education, the teaching plan and syllabus will be prepared before the actual implementation of education. In this process, universities have also made plans for entrepreneurship education. However, due to the influence of various external factors, the education mode of entrepreneurship has not been significantly changed, and the connection between professional courses and entrepreneurship courses is not very reasonable. As a result, the education effect of entrepreneurship is not ideal, and the goal of application-oriented local undergraduate colleges to carry out entrepreneurship education is still fully realized.

III. THE IMPLEMENTATION COUNTERMEASURES

A. Entrepreneurship Theory, Professional Knowledge and Entrepreneurial Practice are Organically Combined

It should fully integrate the theoretical knowledge of entrepreneurship, professional knowledge of economics and management and entrepreneurial practice. The theory of entrepreneurship is just like the foundation of the whole enterprise education, which plays a fundamental role. Only firmly grasp the basic knowledge, can accurately grasp the basic points of all problems, can reasoning in practice. Some professional knowledge of economics and management, such as statistics and marketing planning, is of great help to it. Only by transferring disciplines, combining entrepreneurship theory with professional knowledge, and applying entrepreneurship theory and professional knowledge into practice, and truly combining the three factors, can the development of entrepreneurship education of local undergraduate economics and management majors be promoted.^[6]

B. Create a Good Entrepreneurial Culture

The development of education requires not only teachers to do their own work well, but also other departments in the university to cooperate with each other. Only when all departments cooperate and jointly carry out education innovation and entrepreneurship can a good entrepreneurial culture be created on campus. Help students establish entrepreneurial consciousness, so that students can actively participate in entrepreneurial practice, to promote entrepreneurial work can be carried out in a tight line. Colleges and universities should also start from the ideological aspect, so that all the staffs are aware of the importance of innovation and entrepreneurship education, so as to facilitate the development of innovation and entrepreneurship education in practical work. Meanwhile, local undergraduate colleges and universities should also strengthen their support for entrepreneurship education, provide sufficient funds for the development of entrepreneurship education, establish a high-quality teaching team for the development of innovation and entrepreneurship education, and provide a strong guarantee for the development of innovation and entrepreneurship teaching through the full support of teachers and funds. In addition, colleges and universities in campus publicity column, the press can also to promote national preferential policies formulated by the entrepreneurship for college students, through the theme activities, academic exchanges and competition mode for students to create a good business culture atmosphere, the students can learn more knowledge in this atmosphere, and

give full play to the role of creative teaching, for their own businesses after college students lay a good foundation.

C. To Build a High-quality Teaching Team and Improve the Teaching Level of College Teachers

Teachers are the main body of innovation and entrepreneurship teaching, and their teaching level has a direct impact on the teaching effect of innovation and entrepreneurship. Universities should set up a high-quality teaching team so as to improve the efficiency of innovation and entrepreneurship teaching. To carry out the creative teaching of teachers are generally employment guidance, the professional level of teachers is limited, and it is difficult to maximum full play the function of the creative teaching. Therefore, universities should actively encourage teachers to join the creative teaching, so as to improve the level of teachers in teaching innovation. On the other hand, universities should also establish and improve the teaching assessment and professional title assessment system, and specify specific requirements and standards in the system, so that teachers can feel pressure. To study independently in their spare time, and constantly improve their knowledge level. Universities can also hire a successful entrepreneur who innovation entrepreneurship education part-time instructors. This part of the part-time teachers have rich experience in business, in the process of teaching can explain more will encounter problems in the actual business, and the theory of knowledge and practice better life together, and raise the level of students mastery of business knowledge. At the same time, these part-time teachers can also provide some guidance for teachers and make up for the deficiencies of teachers in teaching.

D. Establish Innovative Teaching Base and Create Innovative and Entrepreneurial Practice Platform

Education of innovation and entrepreneurship carried out by local undergraduate colleges is characterized by strong practicality. In the face of such a situation, local undergraduate colleges should establish innovation teaching bases to provide a platform for college students to carry out innovation and entrepreneurship education practical activities. Colleges and universities should establish business parks, business incubation and training bases according to the needs of innovation and entrepreneurship teaching, so as to provide an effective communication platform for college students' entrepreneurial practice. It can also cooperate with enterprises to jointly carry out innovation and entrepreneurship teaching.

E. To Strengthen the Building of Communities and Build Bridges of Communication

College students' entrepreneurial associations are the main positions of college students' entrepreneurial education at present, which have an important impact on the innovation and entrepreneurship education carried out by local undergraduate teachers. Therefore, it should strengthen the construction of innovative and entrepreneurial associations and build a bridge of communication. The following work should be done in the construction of societies. Firstly, to guide the associations, teachers should pay more attention to the associations and implement the management of the associations. Secondly, the development of the community management system, the staff

in the case of the system to follow, can achieve better results. In addition, in the scientific and reasonable system constraints, but also enable students to give full play to their management ability. Thirdly, actively carry out business training. Business training should include the following contents, such as human resources science, entrepreneurial psychological counseling, etc. In the club, students can speak freely and have friendly communication with other students. In the process, there will be a collision of thoughts, so as to improve students' understanding of innovative education teaching and provide some help for students to better learn innovative and entrepreneurial knowledge in the future.

F. Enrich the Carrier of Innovation and Entrepreneurship Activities, and Improve the Enthusiasm of College Students

Education for innovation and entrepreneurship is not enough to be carried out only in class. Universities should also hold some colorful activities for innovation and entrepreneurship teaching to broaden the carrier of innovation and entrepreneurship and improve students' enthusiasm for entrepreneurship. Before the rich and colorful activities, should first questionnaire investigation, and through the survey data to analyze the students' psychological needs. Then according to the needs of students design specific activities plan, in the process of design, should pay attention to innovation, the content of the activities to avoid content and other content is similar, to provide students with creative innovation entrepreneurship teaching activities.

IV. CONCLUSION

The existence of these problems has seriously discouraged college students from starting their own businesses. In the face of this problem, the local undergrad school of management is supposed to be doing entrepreneurial teaching, which should be on the basis of the current start-up teaching, taking effective measures to solve the problem, changing teaching ideas, strengthening research and exploration, establishing a healthy long-term mechanism, which, in turn, has helped the local college of college and the university manage to develop entrepreneurial education in a better way, and create more entrepreneurial talent.

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