Study on the Combination of Entrepreneurship Education and Professional Education in Universities

Jie Liu and Zongying Zhang
Female, Shandong Foreign Trade Vocational College, Post Code Jie Liu 266100
Female, Shandong Foreign Trade Vocational College, Post Code Zongying Zhang 266100

Keywords: entrepreneurship education; professional education; exploration; teaching mode; employment; innovation consciousness;

Abstract: With the rapid development of society, the tide of economic globalization has accelerated the pace of higher education reform in our country. It is required that contemporary college students not only have excellent professional qualities, but also possess the innovative consciousness of proactiveness to conform to the development of knowledge-based economy. In recent years, colleges and universities have carried out reforms in education and teaching one after another, introduced advanced teaching theories of entrepreneurship education, continuously carried out entrepreneurial education activities, deepened the model of personnel training, and cultivated students' spirit of innovation and innovation so that students can pass the intense employment situation entrepreneurship to solve employment, create jobs, in order to promote economic development and social progress. This article, I will explore the importance of carrying out the integration of entrepreneurship education and professional education, to explore ways to organically integrate entrepreneurial and professional education in colleges and universities.

1. Introduction

Fostering innovative talents have become an important issue to be solved urgently in the process of teaching reform in colleges and universities in our country. The students trained in colleges and universities generally have abundant knowledge reserves and comprehensive quality and ability. The power source of the overwhelming majority of future social progress comes from the students that have received higher education, while the youth is strong and the country strong. Therefore, students' innovative awareness and entrepreneurial ability, not only related to the sustainable development of individual students, but also to the entire society's innovation and development. With the development of our society, our country's entrepreneurial style is excellent, and the state encourages entrepreneurship to provide a series of policy support. Schools attach great importance of entrepreneurship education and the public gradually accept the idea of replacing employment with entrepreneurship. Our pioneering education ushers in an upward development period. However, since the start-up education in our country started relatively late, it is necessary to draw on the advanced education and teaching theories about western countries to combine entrepreneurial education and professional education, to abandon the traditional education concept and single teaching mode, entrepreneurship education can keep pace with the development of social forms and cultivate high-quality talents who adapt to the social rhythm and innovation ability.

2. The Importance of Integration of Entrepreneurial Education and Professional Education

Entrepreneurship education is the expansion of basic education to promote the overall quality of students. In discussing entrepreneurship education, this issue can not be treated as a separate issue. From the essence of entrepreneurship education, entrepreneurship education is essentially an expansion of education. Students should have the soft power of starting a business only on the basis of knowledge and skills. From another perspective, entrepreneurial awareness will also stimulate students to work hard to learn professional knowledge. Once a student has given birth to a sense of starting a business, it will produce an overall quality of self-improvement to meet the needs of starting a business. Therefore, when looking at entrepreneurship education and basic education
Dialectical thinking, you will find the relationship between the two are complementary and mutually reinforcing relationship. As long as the actual teaching activities, to achieve the harmony between the two, ignoring the pursuit of entrepreneurship education while ignoring the basis of professional learning, we can achieve a balance between the two, students at the same time accept a solid foundation of professional education, accepted the expansion of entrepreneurship education, we can calmly choose to start a business way, orderly conduct business activities.

Entrepreneurship education to train innovative personnel, increase social and economic vitality. Entrepreneurship education at the beginning appeared in the teaching of business schools, and later in New York University in 1953 began entrepreneurship education lectures, today, entrepreneurship education has expanded from business schools to other types of universities, become a must in modern university teaching content. For example, according to the entrepreneurship education in the United States, in the past 50 years of pioneering education, we have created a group of undergraduates with innovative abilities. They are surrounded by young people with active and bold thinking and strong Mobility has affected the younger generation in the United States. At the same time, their entrepreneurial activities have created a very strong "catfish effect" on social development and promoted economic development. Students with entrepreneurial ability can choose their own path of development in the form of intense employment and encourage college students to start their own businesses. It is not only a matter of solving the difficult employment of students, but more importantly, enabling students to carry out awareness innovation and mode innovation in their professional fields, stimulate the development of the industry vitality, while creating jobs, turn the students from job seekers identity into the identity of the creators of jobs.

3. The Status Quo of Entrepreneurship Education in Colleges and Universities

3.1 Single Teaching Models [2]

Since the start-up education in our country started relatively late, the pioneering education in colleges and universities is now at a period of exploration and development. When conducting practical entrepreneurship education, there will be a single phenomenon of teaching mode and a limitation of entrepreneurship education. Nowadays, the main way of carrying out entrepreneurship education in colleges and universities in our country is the form of school organization lectures, taking entrepreneurship innovation course as elective courses for students to choose, and using two kinds of teaching methods to carry out entrepreneurship education for students. This mode of teaching motivates students to start a business by simply giving examples but it does not tell students what kind of qualities they want to start in business. Even though entrepreneurship innovation courses are offered, but students pay little attention to this elective course, students simply make a stopover and have not made any progress.

3.2 Entrepreneurial Education Lacks of Practice

Entrepreneurship more biased in practice, because the actual problems encountered with entrepreneurial activities can not be solved with the knowledge of books, more is to make students experience after lessons learned, however, in the actual teaching of education most of our schools in business, it is only limited to the theoretical knowledge, and there appears the phenomenon that the theories practiced lightly. Now most of the universities and colleges have also set up entrepreneurial incubators to give students entrepreneurial support, but the real success of hatching cases is few. Moreover, most of the entrepreneurship education is carried out in the form of festivals and other activities, which make the students really have fewer opportunities to participate in entrepreneurship and lack practical experience to arm themselves.

4. Methods of Organic Integration of Entrepreneurial Education and Professional Education in Colleges and Universities

Develop a professional entrepreneurial education force to ensure the professionalization of the
teaching staff. Leading entrepreneurial education activities is carried out by the backbone of the teacher, so the quality of teaching in entrepreneurship education largely depends on the teaching ability of competent teachers. When determining the competent teacher in entrepreneurship education, colleges and universities should measure the overall quality of teachers and select the teachers who have the teaching thought of starting a business to carry out the undertaking education activities. In the early stage of entrepreneurship education, teachers should make systematic teaching contents and arrange teaching courses rationally so as to ensure that students can learn knowledge and master skills step by step. Colleges and universities also regularly organize teachers to learn, increase teachers' professional knowledge, improve teachers' teaching ability, and focus on creating a professional and highly qualified teaching to force. Therefore, to carry out entrepreneurship education, teachers should not only possess basic entrepreneurial knowledge and abilities, but also acknowledge entrepreneurial education from the heart, possess the advanced concept of entrepreneurship, and have the educational spirit of continuous exploration. The university is where students learn knowledge and skills, but also is the place where students learn advanced ideas and improve their outlook on life and values. In the teaching of entrepreneurial education teachers should play a guiding role, combining individual differences, teaching students in accordance with their aptitudes, develop the leadership and organizational skills of strong students which can encourage them to actively start their own business.

Rich entrepreneurial education teaching [3], the professional and entrepreneurial organic combination. All along, students take the course of entrepreneurship education as a task to be completed in a rash manner without realizing the significance of entrepreneurship education for their own development. On the one hand, we should blame the concept of entrepreneurship and lack of popular support. More importantly, the form of entrepreneurship education is too simple. A boring lecture simply can not bring students' interest. In undertaking entrepreneurship education, teachers can focus on the professional direction of student learning, students learn the professional knowledge as a knowledge resource for student entrepreneurship in order to guide students in their professional basis, looking for their own business direction. When undertaking entrepreneurship teaching, it is necessary to combine theory about practice, conduct more entrepreneurial activities, and provide technical and financial support to those students that have ideas. Nowadays some colleges and universities carry out the education of entrepreneurship. They often adopt the magnet mode. They concentrate their curriculums related to entrepreneurship classes of some common-sense majors, such as business administration, and accurately use the homepage features of these students to pass on their the relevant entrepreneurship knowledge, inspire them to have a business passion.

Increase entrepreneurial practice, making teaching and practice to complement each other. If colleges and universities want to really implement entrepreneurship education, it is necessary to combine practice teaching with theoretical teaching. In practice teaching, students can exercise rigorous logical thinking ability, improve the ability of students to solve problems, let students accumulate entrepreneurial experience in entrepreneurial practice, familiar with the business process. Now many colleges and universities have set up small and medium-sized business incubator and entrepreneurship park, college and college students also give some support. In this good entrepreneurial context, teachers can encourage students to actively carry out entrepreneurial practice. First of all, starting from looking for entrepreneurship, teachers can organize students to conduct social research, through visiting professionals, conduct an in-depth analysis of an industry to understand the students want to start the direction of the status quo, so that students can predict the actual development of the industry based on the actual prospects, decide the direction of business. After that, the teachers let the students draw up a concrete business plan, apply for a special fund of the school for the qualified mature business plan, and then guide the students to carry on the project. Such entrepreneurial practice activities enable students to understand the process of starting a business, gain experience in frustration, and also provide a good starting point of some prospective students.
5. Conclusion

Under the guidance of the concept of sustainable development of science, higher education has gradually realized the importance of undertaking entrepreneurship education. In the actual entrepreneurial education, only the entrepreneurial education is based on the basis of professional education, the professional knowledge as a student's entrepreneurial capital, can really make the entrepreneurial education results, and universities should actively explore the advanced teaching mode, pay attention to the teaching staff. Combine the theory and practice to enrich the teaching of entrepreneurship education in order to achieve the awareness of entrepreneurship and entrepreneurial ability training. The integration of entrepreneurial education and professional education is a gradual process, and our country's college entrepreneurship education is in the ascendant.

References

