Problems and Countermeasures in the Development of Entrepreneurship Education in Universities in China

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\textbf{Abstract.} The article elaborates the development and main practices of entrepreneurship education in China, points out the problems in the current development process, and puts forward countermeasures to promote the development of entrepreneurship education in China, with a view to developing entrepreneurship education for colleges and universities in China, to cultivate the entrepreneurial awareness of college students, and to guide College students start their own business to help.

The Development of Entrepreneurship Education in China

The concept of Entrepreneurship education was first proposed by the UNESCO International Symposium on Education in the 21st Century, held in Beijing in late November 1989 and early December 1989. Since the concept was introduced, entrepreneurship education activities have been advanced in Europe and the United States. Has been well-regarded and considerable\textsuperscript{[1]}. Entrepreneurship education in domestic universities started mainly in April 2002. The Ministry of Education has determined that nine universities and colleges have started pilot projects, and pilot colleges and universities have done a lot of specific work to vigorously promote the development of entrepreneurship education and formed certain demonstration effects for other universities in China.

At present, the main practices of entrepreneurship education in China's colleges and universities are: First, the establishment of entrepreneurship education courses, teaching students how to start a business. The second is to increase the intensity of the first classroom reform, focusing on cultivating students' entrepreneurial awareness, building the knowledge structure required for starting a business, and improving the overall quality of students. The third is to provide entrepreneurial consulting services and certain financial aids to support college students in their entrepreneurial practices. The main entrepreneurial education model and representatives of universities and colleges are: to emphasize entrepreneurship education "focus on cultivating students' entrepreneurial awareness, build the knowledge structure required for entrepreneurship, and improve the overall quality of students," and integrate Renmin University of China with the first classroom and the second classroom; The Beijing University of Aeronautics and Astronautics University, which focuses on improving students’ entrepreneurial knowledge and entrepreneurial skills, establishes a college for entrepreneurship, teaches students how to start a business, and provides financial support and consulting services for students’ entrepreneurship; on the one hand, it takes innovation education as the foundation of entrepreneurship education. In the process of imparting professional knowledge, we attach importance to the development of students’ basic qualities. On the other hand, we provide the students with the necessary funds for business start-up and the necessary technical consultation for the comprehensive Shanghai Jiao tong University\textsuperscript{[2]}.

The Current Problems in the Development of Entrepreneurship Education for College Students

In recent years, entrepreneurship education in Chinese universities has started and developed, but there is still a clear gap with many countries and regions. Due to the impact of domestic education traditions and educational concepts, regional differences, and unbalanced development of various
universities, different universities have shown different attitudes. In general, there are still problems that cannot be ignored in the current entrepreneurship education for university students in China. These problems are mainly manifested in:

There is a Certain Degree of Deviation from the Perception of Entrepreneurship Education

Most colleges and universities are still limited to entrepreneurship education at the entrepreneurial level, and are keen to organize students to carry out “enterprise planning competitions”, participate in “environmental design activities”, and establish entrepreneurship centers. Some college administrators believe that entrepreneurship education is only one of the contents of university graduates' employment guidance. It also provides guidance for entrepreneurship education in terms of skills, psychology, policies, and situation analysis, and conducts entrepreneurial awareness, entrepreneurial spirit, and entrepreneurial ability for graduates. Education has not attracted much attention and has not formed a systematic education system. It has remained on the basic level of engaging in entrepreneurial talks and holding competitions for entrepreneurial plans. Many students think that entrepreneurship is a helpless job that cannot find a job. They think that if they have a college diploma, they will get ahead in the future. As a result, students in college life do not pay attention to the cultivation of their own comprehensive qualities, blindly look at cultural achievements, re-educated, and do not pay attention to the cultivation of learning methods and innovative ideas. They only want to find a comfortable, decent, and high-paying job after graduation. They have never considered self-employment, they rarely take the initiative to accept entrepreneurship education, and they do not know that entrepreneurship education is consistent with quality education.

The Current Establishment of Entrepreneurship Education Courses is not Reasonable

To carry out entrepreneurship education, most colleges and universities practice is to open a few courses related to entrepreneurship education. The implementation of entrepreneurship education is still in a form. There is a serious shortage of entrepreneurship series courses in Chinese universities compared with foreign universities. Judging from the current establishment of college entrepreneurship education courses, there is such a problem. The relationship between entrepreneurship education courses and professional education courses has been separated. Some colleges and universities have already set up related elective courses, but the relationship between professional courses and entrepreneurship education reflected by students is not significant.

The Teachers for Entrepreneurship Education in Universities Needs to be Improved

One of the important reasons for the lack of pioneering series courses in colleges and universities in China is the lack of strength in college entrepreneurship education teachers. The question of teachers is an important factor restricting entrepreneurship education in colleges and universities. Teachers are the leading players in entrepreneurship education. The establishment of entrepreneurship courses depends on teachers. Most of the teachers who teach the courses are theoretical students. There are very few entrepreneurial experiences, and entrepreneurship emphasizes practical operation and practical experience. Therefore, the strength and overall quality of the entrepreneurship education teachers need to be improved. In addition to higher theoretical standards, teachers engaged in entrepreneurship education should have rich experience in entrepreneurship. Most of the teachers currently engaged in entrepreneurship education in colleges and universities lack practical experience. Without his own entrepreneurial experience, he stayed on the stage of talking on the paper.

To Promote the Development of Entrepreneurship Education in Universities in China

Change the Misunderstanding of the Concept

With the rapid development of higher education and higher employment pressure, it is necessary to make students realize that cultivating entrepreneurial awareness and realizing self-employment, and then using entrepreneurship to promote employment is also a way to create a splendid life. It is also
a need for social progress and development. Efforts have been made to change students’ parents’ misunderstanding of entrepreneurship and change the long-held concept. Do not think that entrepreneurship is not a decent job. Encourage and support graduate students to start their own businesses from the parent level.

**Increase the Establishment of Courses in Entrepreneurship Education and Increase the Entrepreneurship Practice**

In view of the lack of entrepreneurial awareness of college students in our country and the lack of entrepreneurial knowledge, colleges and universities should expand their courses on entrepreneurship education to systematically cultivate their entrepreneurial awareness and impart basic entrepreneurial knowledge. In the teaching practice, entrepreneurship education does not require breaking the existing curriculum system to conduct specialized entrepreneurship education, mainly in the existing curriculum to dig, develop, enhance and infiltrate the content of entrepreneurship education. According to the situation and professional characteristics of various colleges and universities, we set up one or several entrepreneurship courses and series of lectures independently, and strengthened case teaching and simulation training of experimental practice in the teaching of professional courses, and included entrepreneurial education in the scope of examination reform. Of course, we should also make full use of the second classroom to carry out diverse forms of entrepreneurial practice.

**Establish a Good Entrepreneurial Education Atmosphere and Create a Relaxed Entrepreneurial Education Environment**

The impact of entrepreneurial atmosphere on students is far-reaching and intangible. At the same time, in view of the relatively severe employment pressure, it can create a strong sense of employment pressure, it will stimulate and promote the formation of entrepreneurial and innovative ideas in their minds, and objectively understand the importance of innovative ideas. At the same time, our entire society should tolerate failures, encourage risk-taking, develop a good social atmosphere, advocate entrepreneurship, encourage entrepreneurship, and make successful entrepreneurs the real heroes in the eyes of new-age university students [3].

**References**


