Research on the Cultivation of College Students' Environmental Adaptability based on Entrepreneurial Orientation

Haixia Lv and Shaohua Huang

ABSTRACT

With the development of social complexity and information technology, the cultivation of environmental adaptability plays an important role in the development of college students' comprehensive ability. Under the background of economic and social transformation, deepening the reform of higher education and innovation-driven development, entrepreneurship oriented education in colleges and universities is an important way to deepen higher education teaching reform and cultivate students' innovative spirit and practical ability. The cultivation and education of entrepreneurial orientation for college students' environmental adaptation ability is helpful to lay the educational conditions for the cultivation of entrepreneurial talents in colleges and universities and to provide strong support for the cultivation of college students' environmental adaptation ability.¹

KEYWORDS

Entrepreneurial orientation, college students' ability to adapt to the environment, training model.

¹Haixia Lv, College of Computer Science and Technology, Shandong University of Finance and Economics, Shandong, China. Shaohua Huang, School of Continuing Education, Shandong University of Finance and Economics, Shandong, China.
CURRENT SITUATION OF ENTREPRENEURIAL ORIENTATION EDUCATION IN COLLEGES AND UNIVERSITIES

Under the background of the new era of "mass entrepreneurship, mass innovation", the role of colleges and universities in entrepreneurship oriented education is becoming more and more critical, and great achievements have been made in innovation and entrepreneurship education. However, according to the Global Entrepreneurship Watch China News (gem), released jointly by Tsinghua University's China Entrepreneurship Research Center and Kai Di Holdings, Tsinghua University's Post-Dee Institute of Innovation, shows that compared with the rest of the world, relatively few Chinese youth have received entrepreneurship education. 87% of Chinese youth have not received entrepreneurship education, compared with 68% in developed countries such as Europe and the United States. On the level of college students in China, the report on Employment Entrepreneurship Development of Chinese College Students, 2014-2015 points out that up to 93.23% of university entrepreneurs have not received very systematic entrepreneurship education. These data show that some problems existing in China's entrepreneurial orientation education lead to the ineffectiveness of universities in the performance of their responsibilities in this respect.

The Concept of Entrepreneurship Education is Backward

The orientation of entrepreneurship education is short of scientific guidance of educational ideas. In the process of guiding entrepreneurship, universities seldom let students think about the basic cognition and rational aspects, which directly leads to the high setting of entrepreneurial goals, the general planning of entrepreneurial process, the construction chaos of entrepreneurial system, the lack of reflection in the late stage of entrepreneurship practice and so on. Entrepreneurship education is ultimately aimed at a narrow range of students, and only a few students really stand out in the process of entrepreneurship education, which is contrary to the educational concept of comprehensive education and the basic requirements of moral education.

The Problem of Teaching and Receiving Education is Prominent

As the educator of entrepreneurship oriented education in colleges and universities, the innovative and entrepreneurial ability of teachers' team and the professional guidance of teachers are one of the important links that affect the effect of entrepreneurship oriented education in colleges and universities. At present, China has not set up a major related to "innovative and entrepreneurial education". Most of the guidance teachers are counselors of school league committee and college. For professional guidance entrepreneurship education from the perspective of time and space is not enough for students to provide good educational conditions. With regard to the group of educated students, due to the influence of many factors of family and society, most students do not have a clear idea of starting a business in
their future career planning; there is also a clear entrepreneurial planning of students’ lack of professionalism, lack of resilience.

**Lack of Entrepreneurial Practice System**

First of all, in the aspect of curriculum system, colleges and universities do not pay enough attention to the compilation of innovative and entrepreneurial education teaching materials and the allocation of teachers. The training mode of specialized courses and public courses cannot be integrated with the second classroom organically. They are only independent individuals who have been cut off. Secondly, the implementation of entrepreneurship oriented education in colleges and universities is inseparable from the close cooperation of various management and service departments. The timeliness of information exchange and the reasonable matching of entrepreneurial resources need the coordination of service management departments to help schools to form a cycle within to promote innovative entrepreneurship education curriculum and practice complementary forces. Thirdly, colleges and universities lack of support for the provision of students' entrepreneurial practice place, as an important part of entrepreneurial practice, colleges and universities play a key role in the guidance of professional technology, the provision of entrepreneurial bases, the support of funds, and the tracking of project incubation. The construction of entrepreneurial practice system can not be separated from the organic combination of theory and practice. Colleges and universities lack of refining and feedback process in the process of entrepreneurial project training system and lack of a set of professional entrepreneurship education practice system for guidance.

**Inadequate Guidance on Environmental Support**

In terms of social environment, influenced by our traditional culture and values, the conservative social environment makes the innovative entrepreneurial industry unable to obtain higher recognition, and the public opinion invisibly adds cost to the development of entrepreneurship oriented education. In terms of family environment, there is a big gap in the living conditions of the families in which the students live. Most families do not support the students to start a business, but more choose relatively stable enterprises and institutions. In terms of school environment, driven by the national competition for innovation and entrepreneurship, colleges and universities pay more attention to entrepreneurship education, but they still lack the guidance of students' innovation consciousness and the cultivation of students' independence and enterprising spirit.
THE MAIN PROBLEMS OF COLLEGE STUDENTS' ABILITY TO ADAPT TO THE ENVIRONMENT

The stage of university is a key period for a person to grow up and develop, and it is also a period of adjustment and adaptation from campus life to social life. As a part of ideological and political education in colleges and universities, the cultivation of college students' environmental adaptability is an important content that cannot be ignored in the required course of undergraduate education. College students need to go through the transition from family environment to school environment and then to social environment at the undergraduate stage. In the face of the complex and open characteristics of the environment, the problems of college students' ability to adapt to the environment are mainly focused on the following points:

**Learning Adaptability**

The most prominent difference between college life and middle school life is the cultivation of self-learning and self-directed learning ability. After entering the university, students will find that the learning environment of the university is completely different from the management learning environment of the high school stage, which is intensive, planning and examination-oriented. Some students may experience a lack of motivation for learning due to a lack of learning planning and lack of self-discipline. Some students will be unable to achieve the expected learning results and gradually appear bigger problems in learning adaptability, because they have entered the new environment of the university, the transformation of teaching methods in colleges and universities, and the students' inability to change and adapt to the undergraduate learning methods in time.

**Adaptability to Life**

College life puts forward higher requirements for students' self-care ability and independent ability, which is a great challenge to students who have been in the family environment before entering school and whose family financial condition is poor. First of all, for students who have been studying in their family environment for a long time, they have become accustomed to the life of "have only to open one's mouth to be fed and hold out one's hands to be dressed". They unable to adapt to the changes of self-care and lifestyle in different places and the transformation of the life-style as soon as possible, it is difficult to adjust the psychology of long-term dependence. Second, for students with poor family financial means, some of the expenses of living during college need to be borne by adults themselves. There is a lot of pressure on them to find jobs and improve their social skills.
**Interpersonal Skills**

After entering university, because of the change of living environment, many college students have excessive inferiority complex to personal cognition, the complication of interpersonal relationship has increased the problem of students' communication ability. In the aspect of dormitory relationship handling, there is pressure for students who have been on the day of middle school. Besides classes and necessary group activities, there are no more opportunities for communication and link up among classmates.

**Capacity for Psychological Adjustment**

After entering the campus, college students are changed from middle school to undergraduate education, and their psychological adjustment ability is different, which directly affects their overall adaptability to college life and environment. Many students will experience psychological problems such as anxiety, hostility, inferiority complex, depression and so on, because of difficulties in studying in specialized classes, excessive changes in living environment, and the students' performance and conditions are better than themselves. The appearance of these psychological problems is even more unfavorable to the adaptation of college students to the new environment, so there will be vicious circulatory phenomenon.

**THE CONSTRUCTION OF THE CULTIVATION MODEL OF COLLEGE STUDENTS' ENVIRONMENTAL ADAPTATION ABILITY BASED ON ENTREPRENEURIAL ORIENTATION**

Colleges and universities assume the basic functions of cultivating talents and serving the society. They are in an important position in the complex and open system of college students' entrepreneurship. At the same time, they plays a key role in coordinating the surrounding environment. Aiming at the problems in the process of college students' environmental adaptation, we should combine the beneficial aspects of entrepreneurial orientation, and construct a set of cultivation system of college students' environmental adaptation ability through curriculum education guidance, campus atmosphere construction, government policy support and other measures.

**The Construction of Internal Platform in Colleges and Universities**

**ENTREPRENEURSHIP COURSE LEADS TO IMPROVE LEARNING ADAPTABILITY**

Colleges and universities should take the initiative to bring into play the internal coordination function of entrepreneurial orientation, connect the school league
committee, the employment guidance department, professional teachers and counselors, and build the basic theory and curriculum platform of entrepreneurship. We will improve the innovation and entrepreneurship ability of the entrepreneurial teaching team of colleges and universities, as well as the guiding professionalism of the teaching team, and enhance the compilation effect of education teaching materials and the number of teachers. The content of entrepreneurial courses is refined to form a theoretical system of entrepreneurial education. The planning of entrepreneurial goals and the writing of entrepreneurial plans need to be followed up and guided in the whole process, so as to increase the strength of organizing professional entrepreneurial teams and lectures and forums of enterprise experts. Through entrepreneurship courses, students' entrepreneurial thinking can be triggered, and students' future employment and entrepreneurship will be provided with correct goal planning, and students will be interested and motivated in the theoretical study of specialized courses, and learning planning and learning style adjustment will be enhanced. Students can be assisted to improve their learning adaptability through entrepreneurship courses.

PAY ATTENTION TO PRACTICAL EFFECT AND IMPROVE INTERPERSONAL COORDINATION ABILITY

We will try our best to provide students with a platform for entrepreneurship practice, and integrate entrepreneurship into education by connecting the second class of entrepreneurship practice with the first class of entrepreneurship course. We will increase participation in innovation and entrepreneurship competitions such as "challenge cup" and "youth creation", contact multiple platforms for entrepreneurship practice, set up a university entrepreneurship practice base, reflect on the weak links in the education process of entrepreneurship and make adjustments based on the feedback of practical results. Students can enhance their social life ability, interpersonal communication ability and organizational coordination ability by practicing education through entrepreneurship, and cultivate their confidence in themselves so as to guarantee the improvement of their life, interpersonal communication and psychological coordination ability.

CREATE AN ENTREPRENEURIAL ATMOSPHERE TO MEET PSYCHOLOGICAL ADAPTABILITY

In the cultivation of college students' ability to adapt to the environment, the construction of campus entrepreneurial environment is the key link. The favorable entrepreneurial environment and strong entrepreneurial atmosphere on campus have played an important safeguard role in the cultivation of students' entrepreneurial motivation and the improvement of their ability to adapt to the environment. The positive and progressive campus entrepreneurial environment is the ideological guarantee and spiritual motivation for students to enhance their entrepreneurial consciousness. The school can increase the popularization of entrepreneurship
competition and entrepreneurship education through the promotion column, public account, campus network and other multimedia, so as to enable more students to understand and trigger interest motivation and psychological satisfaction. A comprehensive grasp of entrepreneurial information can improve students' entrepreneurial confidence, eliminate inferiority, and create positive learning autonomy. Through the improvement of the cognition degree of entrepreneurship, students' ability to adapt to the environment, such as professional learning, lifestyle planning, interpersonal communication and psychological adaptation, will be improved.

**Government External Policy Support**

From 2015 to 2016, Global Entrepreneurship Monitor ranked the construction of entrepreneurial ecosystems in 62 countries, with 12 indicators including venture financing, government policies, government entrepreneurship projects, entrepreneurship education in primary and secondary schools, and R&D transformation. We can see that our country has a higher score on the two indicators of entrepreneurship support policy, entrepreneurship education physical facilities construction, but very low on the three indicators of entrepreneurship education concern, business and legal infrastructure, culture and social norms. This shows that the current entrepreneurship policy in China does not pay enough attention to entrepreneurship education in primary and secondary schools, the business and legal infrastructure is weak, and the overall entrepreneurial culture of the society is not strong, so it is difficult to form an effective support for college students' entrepreneurship.

**STRENGTHEN THE COMPETITION INCENTIVE AND IMPROVE STUDENTS' PSYCHOLOGICAL SATISFACTION**

With regard to competition awards, in addition to the financial support for competition selection, the government should provide more financial incentives and policy measures for outstanding student entrepreneurship projects that need project incentives and financial support, such as setting up an incentive fund for college students' entrepreneurship. The project has been recognized, and students can obtain psychological recognition and satisfaction through their entrepreneurial achievements, which can promote students' autonomy in the study of relevant specialized courses in spirit, enhance their confidence, and provide guarantee for the environmental adaptability of students' psychological adjustment ability.

**ENHANCE THE SUPPORT OF PREFERENTIAL POLICIES TO ENSURE STUDENTS' ADAPTABILITY TO LIFE**

The government should give more preferential policy support to excellent student entrepreneurship projects, reduce the expenditure of related fees, open green
channels for college students to start their own businesses, and provide more convenient services. Through preferential policies such as financial support, project recommendation, related enterprise referrals, fee reduction, and disclosure of financing information, and so on, we can provide solid and effective support for college students to start their own businesses, and provide guarantee for the basic living needs and sources of living funds needed by students to start a business. Through the policy support of the government to the university students' entrepreneurship project, it can stimulate the students' enthusiasm of starting a business, be full of hope for the future work and life, and provide forward-looking government policy support for better adapting to the social environment.

CONCLUSIONS

The construction of the model of college students' environmental adaptation ability based on entrepreneurial orientation cannot be separated from the construction of the internal platform of universities and the guarantee of the government's external policy support of "work along both lines". In order to better cultivate college students' ability to adapt to the environment and take the entrepreneurship as the orientation, actively promote their ability to adapt to the environment, such as study, life, interpersonal relationship and psychological coordination, it is necessary to give full play to the direct coordination relations and departmental roles of various departments in colleges and universities and also rely on the strong support of national policies.

REFERENCES