The Research on the Practice of College Students' Entrepreneurship Education Model

Yong-Cheng ZHOU and Cai-Xia LIAO
Chongqing Business Vocational College, Chongqing, China

Keywords: Higher Vocational Colleges, Entrepreneurship Education

Abstract. College students' entrepreneurial education is highly valued by the state and schools. Entrepreneurship education is not only the important mission of college education, but also the essence of its development. It is also an important part of the establishment of "high-quality and high-level" in higher vocational colleges in the new era. This paper puts forward the exploration and efforts of four aspects that are suitable for the actual improvement of entrepreneurship education in our school, and contributes to further improve the quality and connotation of entrepreneurship education in our school.

1. Introduction

At present, China's economic development is in a new normal state, and a large number of graduates face large employment pressure every year, and the society puts higher demands on the quality and ability of graduates, especially for innovative and entrepreneurial talents. Therefore, college students' entrepreneurial education is highly valued by the state and schools. Entrepreneurship education is not only the important mission of college education, but also the essence of its development. It is also an important part of the creation of "first-class higher vocational education" in higher vocational colleges in the new era.

2. The Connotation of Entrepreneurship Education Mode for College Students in Higher Vocational Colleges

At present, entrepreneurship education has become the focus of China's education reform and the focus of most universities. In 1998, the United Nations Educational, Scientific and Cultural Organization’s "Higher Education in the 21st Century: The World Declaration of Action and Action" proposed "the entrepreneurial ability and entrepreneurial traits as one of the goals of higher education." Chinese universities have also made important arrangements and responses to this. The "Decision on Deepening Educational Reform and Promoting Quality Education in an All-round Way" promulgated in 1999 clearly stated that "all institutions of higher learning should take students' entrepreneurial spirit and innovative ability as the goal of talent cultivation" until 2017, the State Council, the Ministry of Education, and the provinces. The city has issued or issued a number of targeted and effective important documents on innovation and entrepreneurship. These measures and systems have greatly influenced and promoted the development of innovation and entrepreneurship across the country, and also promoted entrepreneurship education in higher education institutions. The launch of the event.

2.1 The Origin of Development: the Requirements for the Cultivation of Innovative Entrepreneurial Talents.

China's higher vocational education entrepreneurship training system is based on the existing higher vocational education personnel training model and curriculum system to complement and improve, re-train the talent training objectives, training methods, training institutions, curriculum, evaluation system, technical skills accumulation And the optimization of social services and other aspects is the inevitable trend and result of the cultivation of innovative and entrepreneurial talents in higher vocational colleges. The current competition in the economic field has gradually turned
into the competition of the knowledge economy. It has placed important demands on the knowledge, innovation and entrepreneurial talents of graduates. The concept and mode of talent training in universities will also change accordingly. In 2017, the "Nineteenth National Congress" made the "new era" position for the country. Building an innovative country has become an important driving force for the country's prosperity and strength. The cultivation of innovative and entrepreneurial talents has become an important task for the cultivation of talents in colleges and universities during the "13th Five-Year Plan" period. According to scholars, innovation and entrepreneurship education is the “concretization” of quality education. Therefore, based on this situation, most higher vocational colleges further highlight and strengthen the content of innovation and entrepreneurship in the process of building quality institutions, even as Featured projects to declare and build.

2.2 Education Mode: Entrepreneurship Education Model.

In order to further conform to the international trend and trend of the development of entrepreneurial talents training mode in higher vocational education in our country, as well as the general problems in the development of entrepreneurship in higher vocational colleges, this research group puts forward the training mode of entrepreneurial education for college students in higher vocational colleges, which should be based on society and Enterprise needs to adjust talent training strategies and goals, cultivate practical, skilled, innovative and entrepreneurial talents; emphasize the integration of various resources of political and social schools, deepen the cooperation between schools and enterprises, and constantly update the training methods for talents; Objectives, strengthen the development of the curriculum system, the construction of the mentor team and the construction of the entrepreneurial platform. In the actual operation, the model is referred to as “3+1” entrepreneurship education mode, that is, “3” represents three important elements of entrepreneurship course, entrepreneurial tutor and entrepreneurial platform, and “1” represents the strategy of entrepreneurship training, from three paths and A strategic goal is to build an entrepreneurial education model suitable for higher vocational colleges. The strategy of entrepreneurial talent cultivation is the fundamental and key to the development of entrepreneurship education in schools. It determines the purpose, task and direction of entrepreneurial talent training. The entrepreneurship curriculum system is the main body of the cultivation of innovative and entrepreneurial talents in schools. The core is to cultivate students' innovative characteristics and entrepreneurial ability; The tutor team is the guarantee for the cultivation of innovative and entrepreneurial talents in schools, and smoothly promotes the operation of entrepreneurial talents training; the entrepreneurial platform is an important project for the cultivation of innovative and entrepreneurial talents. Through this model, students develop a solid foundation of entrepreneurship, have a strong sense of entrepreneurship and spirit, improve entrepreneurial traits and entrepreneurial efficiency, stimulate students' entrepreneurial motivation and entrepreneurial behavior, and enable students to have better entrepreneurial ability and application practice level.

2.3 Operational Characteristics: Organic Coordination of Various Elements of Entrepreneurship Education.

The elements of the “3+1” entrepreneurship education model of college students in higher vocational colleges are independent, interconnected and organically coordinated. First, in the strategy of cultivating entrepreneurial talents, we must work together to do a good job in innovation and entrepreneurship through joint efforts. Establish a work leading group led by the school leaders to implement the specific issues of student entrepreneurship training base construction, mass creation space construction, school-enterprise cooperation, financial support, equipment purchase and so on. The members of the Innovation and Entrepreneurship Leading Group regularly or irregularly study and solve the key tasks of the university's business incubator base, and coordinate the development, service and management of the company. The specific division of labor can be as follows: the Academic Affairs Office is responsible for innovation and entrepreneurship teaching, cultivating students' entrepreneurial awareness, and carrying out corresponding teaching and research reforms; the Ministry of Education and Industry, the Youth League Committee is
responsible for the practice of innovation and entrepreneurship; the Research Office is responsible for the application and implementation of innovative and entrepreneurial projects; The department is responsible for the innovation and entrepreneurship guidance and service work of graduates. The divisions of various functional departments work together to do a good job in the innovation and entrepreneurship of our institute, and form a characteristic entrepreneurial work management mechanism. Secondly, in terms of the entrepreneurship curriculum system, it strengthens the integration of innovation and entrepreneurship education in the professional curriculum teaching, and has joined the concept of innovation and entrepreneurship in the construction of four major categories of e-commerce logistics, finance and finance, new-generation information application technology, and food and beverage tourism. The combination of professional courses and entrepreneurship courses develops students' ability in technology transfer and entrepreneurship management. Third, in terms of the team of entrepreneurial instructors, do a good job in the overall planning of the team of entrepreneurial instructors. According to the needs of entrepreneurship, reasonable classification can be divided into three categories: theoretical tutor, comprehensive tutor, and practical tutor. The teaching contents of the three teams are all biased, and the whole process of guiding students' entrepreneurship is realized. The theoretical tutor is mainly responsible for explaining the teaching content of the law, the basic knowledge of entrepreneurship, the entrepreneurial leadership art, the entrepreneurial plan, etc. The explanation of these knowledge plays an important role in stimulating the entrepreneurial spirit and entrepreneurial awareness of the students; the comprehensive tutor mainly refers to each Professional teachers belong to the "professional-enterprise-entrepreneurship" complex, which mainly guides the identification of students' entrepreneurial opportunities, entrepreneurial feasibility guidance, etc. Practical instructors mainly refer to part-time teachers such as corporate executives and entrepreneurs, responsible for how the company operates and how Practice teaching to reduce risks and how to develop corporate strategies. Fourthly, in terms of the entrepreneurial platform, a regular window-based college student entrepreneurship training program is established, which is held on a platform of entrepreneurship competition, shopping mall actual combat and school-enterprise cooperation, and is held every semester in the whole school and each department. At present, the actual situation of school-enterprise cooperation in higher vocational colleges is mainly to improve students' skill level and complete the transition of students from "professional-professional". At this stage, the state implements the "double innovation" strategy, it is necessary to strengthen the depth and breadth of school-enterprise cooperation, and realize the transformation of students' "professional-occupation-entrepreneurship". Schools and enterprises are the main subjects of entrepreneurship education. Different tasks.

3. The Practice Study of Mode of College Students' Entrepreneurial Education in Higher Vocational Colleges.

3.1 Building a Scientific Curriculum Education System Based on the Creation of Entrepreneurship Courses

3.1.1 Strengthen the Creation of the Content of the Entrepreneurship Education Curriculum. The first is to strengthen the construction of the content and system of entrepreneurship education courses. Incorporate the content of the entrepreneurship education curriculum into the talent training program of the whole school, and regard the innovation characteristics and entrepreneurial ability as the assessment content and indicators of the quality of school personnel training. In terms of the content setting of the course, the United States has a strong reference. According to the American entrepreneurship education model, its curriculum covers entrepreneurial conception, financing, establishment, management and other aspects. The comprehensive courses are dozens of courses, such as: emerging enterprises. Financing, business plan, growth business management, entrepreneurship marketing and other courses. Taking our school as an example, on the basis of combining the actual characteristics of China's entrepreneurship, we have formed a comprehensive range of training, entrepreneurial competition,
simulation training and entrepreneurial base practice including entrepreneurial general education, entrepreneurial professional education, GYB and SIYB. Entrepreneurship curriculum education system. The second is to strengthen the specific implementation of innovation and entrepreneurship education. Career planning and employment guidance can be regarded as a public compulsory course, and the “Innovation and Entrepreneurship Teaching and Research Section” should be set up. Courses should be strictly followed in accordance with the curriculum standards, and the hours and credits should be set up reasonably. The innovation and entrepreneurship courses are taken care of by the departments and departments, and they are opened as professional compulsory courses according to professional characteristics. The curriculum objectives also need to combine professional characteristics to improve students' awareness and ability of innovation and entrepreneurship.

3.1.2 Strengthen the Integration of Professional Courses and Entrepreneurship Courses. In the majors of freshmen, the courses of innovation, entrepreneurship and career planning, employment and entrepreneurship guidance, and college students' entrepreneurial foundations were established. In the third year of the second year of junior high school, some courses were integrated with professional courses, and innovative entrepreneurship practice courses, such as enterprise manpower, were established. Resources management, marketing basics, entrepreneurial opportunity identification, entrepreneurial practical forums, etc., focus on the integration of entrepreneurship courses and practical internships, post-internships, expand students' entrepreneurial knowledge and application ability, and cultivate interdisciplinary and interdisciplinary entrepreneurship Talent. Through the activities such as the Entrepreneurship Lecture Hall, the Entrepreneurship Program Contest, the “Challenge Cup” and other technological innovation activities, the Entrepreneurship Salon, the Marketing Market Contest, and the Entrepreneur Star Awards, the students’ innovative thinking and entrepreneurial spirit were effectively stimulated. At the same time, the concept of entrepreneurship education can be infiltrated into the ideological and political courses such as situation and policy to achieve the promotion of the national entrepreneurial policy.

3.2 Guided by the Team of Entrepreneurial Tutors to Build an Excellent Teacher Security System

3.2.1 Strengthen the Employment Management of Entrepreneurial Tutors. The first is to increase the team management of entrepreneurship education tutors. In the whole school, a group of qualified teachers and professional counselors were selected as the first stable team of teaching and entrepreneurial instructors. And through the two ways of "going out" and "training and learning" to enhance the business ability and level of entrepreneurial teaching teachers, through "going out" is mainly to send teachers engaged in entrepreneurial teaching to the relevant enterprises and scientific research units through the form of on-the-job training. Learn from a deeper level, deepen the company's first-line experience of business management mode and operation process, and exercise the practical ability of the instructor in the enterprise; through "training and learning", let the batch of teachers be sent to the Municipal Education Commission and national entrepreneurship. In the training, learn the first-class advanced teaching methods and concepts. At the same time, select a group of off-campus entrepreneurs, senior executives and successful alumni to come to the school as the second group of mentor, part-time team, mainly engaged in class teaching and project diagnosis, analysis of entrepreneurial opportunities, business models and layout, marketing to advertising design, from financing various practical problems encountered in the financial management process. The second is to increase the assessment management of the team of entrepreneurial education instructors. Through the establishment of a sound incentive program for entrepreneurial projects, entrepreneurial instructors are encouraged to lead students to innovate and start a business, so that teachers and students can strive for success; by improving the important indicators and basis for awarding innovation and entrepreneurship in the evaluation of titles and performance appraisal, power.

3.2.2 Strengthen the Construction of the Faculty Library of Entrepreneurial Tutors. In order to do a good job in entrepreneurship guidance, we will build a stable and professional team of...
entrepreneurial instructors. All professional teachers can conduct business research in industry enterprises, use school-enterprise cooperative enterprises to work and train, and select outstanding groups to build a business project counseling team. Participate in the actual operation of the start-up enterprise of the university student entrepreneurship incubator base. At the same time, the establishment of "Innovation and Entrepreneurship Teaching and Research Section", selected outstanding teachers and industry enterprise experts in the school to form the "Entrepreneurship Guidance Experts Group", and actively create Chongqing University Students Entrepreneurship Guidance Experts and Chongqing Municipal Education Commission Employment Entrepreneurship Experts. In order to improve the business level and ability of the Entrepreneurship Guidance Experts Group, each school will also carry out extensive planning on how to build a high-quality entrepreneurial faculty team. In terms of the construction of the entire entrepreneurial faculty team in Chongqing, it is possible to build a talent pool and integrate talents. Professional, sub-entrepreneurial stage management, to achieve cross-school appointments of entrepreneurial teachers. At the same time, the exchange of talents between schools can also realize the joint development of entrepreneurship education courses, which not only makes up for the shortcomings of the current faculty, but also guarantees the quality of the faculty and effectively guides students' entrepreneurship. At the level of the Municipal Education Commission, it is necessary to increase entrepreneurship guidance training, such as entrepreneurship training organized by the Municipal Education Commission and the qualification training for entrepreneurial middle and senior instructors organized by the China Vocational Education Association. It is also possible to carry out well-known scholars and experts into the campus to conduct personalized consultation and diagnosis for college students' entrepreneurial projects.

3.3 Building a Comprehensive Entrepreneurial Practice System Based on the Entrepreneurial Base.

3.3.1 Play the Entrepreneurial Function of School-Enterprise Cooperation. Through cooperation in running schools and co-organizing factories, we will share investment risks, share resources for school-enterprise development, integrate disciplines with the advantages of disciplines and human resources, and fully stimulate the vitality of running schools. At the same time, the establishment of innovative and entrepreneurial bases should be closely linked to the hot spot of economic development, based on the existing industrial structure in the region, and oriented to emerging strategic industries such as rural e-commerce, modern logistics, big data, artificial intelligence, and modern service industries. Innovative and entrepreneurial bases must give full play to the functions of innovative research and development, business incubation, and entrepreneurial talent training.

3.3.2 Play the Consulting Function of the Base Expert Team. The base sets up a team of experts to screen and select students' innovative R&D projects, and encourages university students to bring innovations to the base. The base also evaluates the market expectations of student projects, and provides certain financial support for its outstanding innovation projects, so that the innovations can be the fastest way to industrialize. At the same time, the base must also integrate service resources, such as providing legal, tax, financial, etc., to build a service system, to provide support for enterprise development, to help start-ups avoid venture risks, and to connect and strengthen start-ups through projects. At the same time, the base can also set up a permanent expert advisory body to provide effective guidance to enterprises and give full play to the guiding role of the base.

3.3.3 Actively Explore the Model of Off-Campus Entrepreneurial Bases. As a very practical entrepreneurial education, it requires extensive participation and support from industry and business. At present, school-enterprise cooperation, as mentioned above, only stays in the student internship training stage, must promote the transformation of scientific and technological achievements, and the school and the enterprise are deeply connected to achieve a win-win situation. Deepen the cooperation between schools and enterprises, and share innovation and entrepreneurship. First, enterprises can implement part of their business by the delivery of the entrepreneurial team. Students set up micro-enterprise, teachers jointly guide and complete the
incubation; another form is aimed at students' excellent entrepreneurial plans or technological innovations. After review by the expert group and proposing entrepreneurial opinions, the company can make recommendations to the company, distribute the equity reasonably, attract investment by the enterprise, and realize the smooth start of the students. These ways of working together can help students transform their scientific achievements or ideas into productivity.

Acknowledgement

This article belongs to the college’s research project of humanities and social sciences in 2016 funded by Chongqing Educational Committee—“research on the mode of college students’ innovation and Entrepreneurship Education ‘3+1’ under the ‘double creative’ background”. (Project No. 16SKSZ072)

References

