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Research on university entrepreneurship education in the context of "mass entrepreneurship and innovation"

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Abstract:

In recent years, mass entrepreneurship and innovation have been deeply integrated with economic and social development, which has played an important role in expanding employment and improving people's livelihood. At the same time, innovation and entrepreneurship education and practical courses have gradually been incorporated into the compulsory courses system of colleges and universities, providing some help to solve the employment difficulties of college graduates. However, in the process of gradually strengthening entrepreneurship education in colleges and universities, there are still many shortcomings in entrepreneurship education atmosphere, management and evaluation system, curriculum system, teaching methods and teaching staff. Therefore, colleges and universities should create an entrepreneurial culture atmosphere, construct a scientific entrepreneurial education management and evaluation system, "create and integrate" with practice, and build a scientific team of teachers to improve the quality of entrepreneurial education. This paper first points out the importance of entrepreneurship education in colleges and universities based on the background of mass entrepreneurship and innovation, then summarizes the practical difficulties of entrepreneurship education in colleges and universities, and finally proposes ways to promote entrepreneurship education in colleges and universities, hoping to inspire colleges and universities to continue to carry out entrepreneurship education.

Key words:

Entrepreneurship, Innovation, Entrepreneurship education

The State Council executive meeting held on March 14, 2022 proposed to promote key areas and key links of reform, deepen the "administrative and service" reform, promote public entrepreneurship, innovation, and then launch a number of practical measures to facilitate entrepreneurship and innovation, business operations and residents to do things, to promote more matters to be done off-site, a network to do.

1.The importance of entrepreneurship education in colleges and universities under the background of "mass entrepreneurship and

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innovation"

Employment is the basis of people's livelihood, and the employment pressure of college students has been huge in recent years, and the social employment problem has gradually come to the fore. Since the expansion of higher education, the number of graduates has hit a record high year after year, according to statistics, the scale of the 2022 national college graduates is expected to be 10.76 million, compared with 9.09 million in 2021, an increase of 1.67 million, while 8.74 million in 2020, only 5.754 million in 2010, and only 949,800 in 2000, the scale of fresh graduates from colleges and universities has increased year after year. repeatedly hit a record high. Under the influence of the economic downturn and the new crown pneumonia epidemic, the proportion of college graduates studying abroad has generally decreased since 2020. From the employment quality reports of Peking University and Tsinghua University in recent years, in 2019, the number of PKU graduates studying abroad (in China) was 1155, with a ratio of 14.79%; in 2020, the number of graduates studying abroad (in China) was 1084, down to 13.34%; in 2021, the number dropped to 793, with a ratio of 8.17%. Among them, the number of undergraduate students going abroad (overseas) dropped to 18.90% from 30.01% in 2019. With the year-on-year decline in the number of college student hires and the return of more overseas students, the severe job market for college students in China will show a clear oversupply for a longer period of time in the future, leading to a general mentality of confusion and anxiety about the future after graduation. The employment destinations of Chinese college students are generally employment in enterprises, graduate school, civil servants/institutions, studying abroad, self-employment, freelancing, etc. More and more college graduates also choose to start their own business under the increasingly severe employment situation. According to 10,791 valid questionnaires, 96.1% of the interviewed college students had the idea and intention to start their own business. According to the data of 10,791 valid questionnaires, 96.1% of the university students interviewed had the idea and willingness to start a business, and 14% had already started a business or were preparing to start a business. From the central government to the local government, a series of policies have been introduced to encourage college students to start their own business. The idea of "double creation" is an important component of the talent cultivation mode in the 21st century, which is a beneficial policy of the state to promote the employment of college students, improve their employability and provide more employment opportunities, as well as an important guideline to implement the fundamental task of establishing moral education in contemporary colleges and universities.

2.The real dilemma of entrepreneurship education in colleges and universities

2.1The atmosphere of entrepreneurship education is not strong

2.1.1Family and society are not friendly enough towards entrepreneurship

At present, the entrepreneurial activities in our society are in the exploration stage, and the whole society has not yet formed a strong atmosphere of entrepreneurship and innovation. People are bound by the traditional concept that entrepreneurship is an unpopular profession, and entrepreneurship is only a helpless choice after being desperate, and the burden of the old concept largely restricts the enthusiasm of college students in entrepreneurship. Although contemporary college students have some more advanced innovative entrepreneurial consciousness, entrepreneurial activities without the necessary family support are often difficult to last. Entrepreneurship is a very risky thing compared to direct employment. There are many unknown risks and pressures in the process of entrepreneurship, and you need to re-employ after the failure of entrepreneur-

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ship. Due to the low success rate of entrepreneurship at present, some college students and parents still have a wait-and-see attitude toward innovative entrepreneurship and have not formed a positive and positive value judgment on entrepreneurial activities, so most parents prefer to let their children be directly employed rather than let them take risks and pressure, and this attitude has affected the enthusiasm and enthusiasm of college students in entrepreneurship to a certain extent.

2.1.2Weak entrepreneurial atmosphere in schools

The school entrepreneurial climate is the environmental climate in which school students perceive the overall characteristics of the school entrepreneurial culture environment and concretize their entrepreneurial goals into new products and services, thus continuously improving their entrepreneurial abilities..The creation of entrepreneurial atmosphere in schools is inseparable from the campus entrepreneurial culture, however, at present, schools do not pay enough attention to the construction of entrepreneurial culture as campus culture, and some scholars found that higher vocational students are not satisfied with the learning atmosphere of entrepreneurship education courses, and the amount of club activities like campus creative culture festival is still too small. The atmosphere of "double-creation" education course is not enough. The lack of a strong entrepreneurial culture in colleges and universities makes students' enthusiasm to participate in entrepreneurship education low, which leads to the implementation effect of entrepreneurship education not reaching expectations. In 1999, the State Council's "Action Plan for Revitalizing Education in the 21st Century" proposed to encourage college students to start their own business, which is the beginning of entrepreneurship education in China, and has gone through four stages: exploration of entrepreneurship education policy, gradual formation of entrepreneurship education policy system, continuous improvement of entrepreneurship education policy, and full implementation. In addition, China has gradually promulgated a series of policy documents to point out the direction for universities to carry out and implement entrepreneurship education. Specifically, there are entrepreneurship education policies, entrepreneurship management policies and entrepreneurship preferential policies for college students' innovation and entrepreneurship policies. Preferential policies have been introduced one after another for college students' entrepreneurship all over the world, for example, Xuzhou City, Jiangsu Province, in 2020, gives preferential registration, tax incentives, free admission to the business park, rent subsidies, social insurance subsidies, business project subsidies, loan subsidies, guarantee funds, performance incentives, accounting agency, business The sixteen supporting policies, such as tax incentives, free admission to business park, rent subsidies, social insurance subsidies, business project subsidies, loan subsidies, guarantee fund, performance incentives, accounting agency, business training subsidies, cover all aspects of college students' entrepreneurship. The preferential policies for entrepreneurship are an important part of the support for college students' entrepreneurship, and there are fewer ways for college students to get information, so college students who have the will to start a business can easily miss the important policies by searching on their own, and thus cannot get the proper support and increase the risk of starting a business, while college students who do not have a high will to start a business for the time being will not search deliberately, and if the school is absent in this aspect, it is difficult to improve the entrepreneurial atmosphere of the school.

2.2Inadequate management and evaluation system of entrepreneurship education

Innovation and entrepreneurship education in colleges and universities is developing rapidly in the background of the "double creation" era, but there are still real problems such as single form of teaching organi-

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zation, unclear teaching training objectives, irregular daily management and insufficient attention of school leaders, which make it difficult for the educational activities in colleges and universities to keep pace with the national innovation and entrepreneurship strategy. In terms of management system, many higher education institutions have not set up special departments to manage matters related to entrepreneurship education, nor do they have sound norms to supervise the work. Entrepreneurship education is generally carried out jointly by the College of Innovation and Entrepreneurship and the University Youth League Committee, while the promotion of specific implementation work is often organized and carried out by single functional departments such as the College of Innovation and Entrepreneurship Education, the Department of Academic Work, the Youth League Committee and the Admission and Employment Office, however, there is no unified coordination among them. The organization of multi-departmental synergistic linkage management tends to cause the problem of scattered management or multiple responsibilities, the division of responsibility boundaries is not clear enough, the boundaries are dissolved, and there is a lack of coordination and unity among the departments. A looser management system can also directly lead to students' lack of attention to entrepreneurship education courses, which greatly hinders the further development of entrepreneurship education. At the same time, research on entrepreneurship education management is difficult to carry out due to practical factors. The person in charge of entrepreneurship education in a university in Shandong Province said that the entrepreneurship education courses in the college are not finished in the form of examinations, but the entrepreneurship competition is used to evaluate the teaching effect. This method does not cover every student, and only students who participate in entrepreneurship competitions can be evaluated in a real sense. Besides, the quality evaluation system of entrepreneurship education in higher education institutions is not perfect, there is no specific method to evaluate students' entrepreneurial consciousness and entrepreneurial spirit, and it is not scientific to determine the success of entrepreneurship education by only counting the entrepreneurship rate of students at the time of graduation rather than the sustainable development of the enterprises established by students.

2.3The curriculum system and teaching methods of entrepreneurship education lack scientificity

Some college students only take entrepreneurship education courses as compulsory courses for mixed credits, which is related to the current situation that entrepreneurship education courses are difficult to be integrated into professional courses. At present, in actual teaching, entrepreneurship education courses in colleges and universities mainly exist in the talent training system as public general education courses, or only include part of entrepreneurship education courses in career guidance courses which are mainly taught in large classes. Many students and teachers think that compared with professional courses, the importance of entrepreneurship education is minimal, so it is just a formality and a credit, and should not squeeze the credit hours of professional courses. However, in order to ensure the implementation of the strategy of "mass entrepreneurship and innovation" and to cultivate innovative and high-quality talents, it is the trend to integrate entrepreneurship education into higher education. In terms of teaching methods, the current teaching methods of entrepreneurship education in colleges and universities are confined to the inherent thinking of exam-oriented education, and the teachers of entrepreneurship education are still using the traditional teacher-centered approach to carry out teaching, focusing only on the teaching of theoretical knowledge, pursuing "standard answers" too much, lacking adaptability, not focusing on the cultivation of students' innovative thinking, ignoring students' This is not conducive to the overall development of students. At present, some college students are still

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unable to participate in the practical teaching, and the main position of students is not given due attention. A survey and research show that the majority of college students' entrepreneurship parks in colleges and universities have limited scale and insufficient equipment, and they cannot meet the actual needs in terms of social resources acquisition, basic conditions, entrepreneurial experience and entrepreneurial skills, etc. Schools hope to improve students' entrepreneurial ability through practice but it is difficult to achieve the ideal effect.

2.4Lack of science in the faculty of entrepreneurship education

The problems reflected in the faculty are mainly in the quantity and quality of entrepreneurship education teachers: first, the lack of entrepreneurship education teachers, the serious shortage of quantity and the heavy teaching tasks have seriously hindered the practical exploration for entrepreneurship education. According to statistics, more than 41% of colleges and universities in China currently do not have full-time entrepreneurship teachers. Second, the quality of entrepreneurship teachers is low. Entrepreneurship education is an educational activity that combines various aspects of knowledge such as economics, management and accounting, etc. To achieve good results in improving students' entrepreneurial ability, teachers with professional knowledge and rich experience in entrepreneurship are necessary to teach. However, at present, a considerable number of entrepreneurship teachers in higher education institutions are part-time tutors and teachers of other subjects, whose majors do not correspond to each other and have other duties besides the task of teaching entrepreneurship education, which is a heavy task, and the energy they can devote to this course is very limited and even somewhat exhausted. In addition, some teachers of entrepreneurship education are only part-time substitutes for external teachers, not only do they have no experience in entrepreneurship but they are also not familiar with entrepreneurship education courses. These teachers are not entrepreneurship-related majors and do not meet the requirements of "double-teacher" teachers.

3.Exploring ways to promote entrepreneurship education in colleges and universities

3.1Create an entrepreneurial culture in colleges and universities

As the number of graduating college students climbs every year, innovation and entrepreneurship instead of traditional entry-level employment has become the new normal of social development. To carry out entrepreneurship education in colleges and universities, schools should positively support, continuously optimize and improve the innovation and entrepreneurship guarantee system, actively build activity platforms and practice platforms for students that are conducive to carrying out innovation and entrepreneurship, and carry out all kinds of innovation and entrepreneurship education activities as long as the policy allows. For example, we can rely on clubs and student unions to carry out entrepreneurial competitions to enhance students' practical ability; encourage students to participate in various scientific and academic competitions to stimulate students' enthusiasm and interest in entrepreneurial competitions and make the atmosphere of innovation and entrepreneurship stronger. At the same time, schools need to introduce the rules of entrepreneurial clubs to improve the recognition of clubs, implement a system combining honorary and material rewards, increase the publicity of outstanding club members, expand the popularity of entrepreneurial clubs, so that more students participate in entrepreneurial clubs. In addition to this the school can regularly diversify entrepreneurship education activities and improve the quality of the activities, strictly check the entrepreneurship competition projects, follow up, and improve the rules and reward system for the activities. For entrepreneurship lectures,

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schools should regularly hire authorities to improve the scientific nature of the lectures, while more entrepreneurship-themed class meetings, fun entrepreneurship experience activities, school entrepreneurship corner and other new entrepreneurship education activities can be carried out to explore new paths of entrepreneurship education activities.

The advantage of new media over traditional media is that it is faster and more colorful in content. With the help of new media, a variety of information, including text and video, can be captured easily and efficiently, so it is more popular among young people. New media can help college students broaden their horizons and thus increase the possibility of success in entrepreneurship, so new media can be used to create an entrepreneurial culture. Universities can disseminate examples of successful entrepreneurs for students to learn from and refer to by pushing them through public numbers, establishing discussion groups, and creating school accounts on short video platforms to push messages to. Through such a platform, students can participate in discussions to express their views and opinions, meet like-minded students and friends, and build social relationships with successful entrepreneurs in a way that traditional media and traditional campus culture can't.

3.2Build a scientific management and evaluation system for entrepreneurship education

Building an education management team with excellent theoretical level, strong practical ability and firm political stance is the core of good education management in colleges and universities. For the new education managers, the pre-service training should be strengthened, covering professional knowledge such as theoretical foundation of education management, management science and psychology. Colleges and universities should strictly control the selection and appointment of education administrators. Both full-time and part-time education administrators should have high moral character, strong theoretical knowledge, coordination ability, innovation and reform spirit and thinking ability. For experienced education administrators, they should be cultivated with the awareness and ability to continuously summarize and explore efficient education management methods and apply for scientific research projects in the process of work; they can also take the form of off-the-job study, on-the-job training and on-the-job training to improve their overall quality.

Using a variety of evaluation methods, we cultivate the comprehensive ability and literacy of college students, comprehensively observe and evaluate their ideological qualities, and ensure that students become new innovative and entrepreneurial talents with a sense of social responsibility. The subjects of process evaluation and summative evaluation are students. Process evaluation is to use the method of collecting questionnaires during the training process to understand students' opinions and satisfaction with the entrepreneurship course materials, teaching methods, course progress, and the degree and speed of students' progress in entrepreneurial knowledge and entrepreneurial ability, and to make corresponding adjustments to the course according to the situation in time if problems arise. Summative evaluation means to continue to follow up students' subsequent entrepreneurship after the course, to understand the success rate of students' entrepreneurship and the conditions students encounter in the real entrepreneurship process, to analyze the relationship between students' experience and management ability shown in the process of dealing with problems and the various aspects of entrepreneurship education, and to examine students while exploring new paths of entrepreneurship education.

3.3"Integration of specialization and innovation" and integration with practice

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In order to realize the "integration of specialization and innovation", schools should first integrate the idea and concept of innovation and entrepreneurship into the whole process of talent cultivation when designing at the top level, and make it clear that the cultivation goal of "dual-innovation" education is the cultivation of innovative talents and entrepreneurship, and at the same time refine and quantify The goal of talent cultivation should be refined and quantified.

Teachers adopt lecture method, brainstorming method, sandbox game method, case method and discussion method in the teaching process in accordance with the requirements of adult learning principles, and a variety of learning methods active classroom atmosphere. Therefore, when entrepreneurship education systematically learns theoretical knowledge in general entrepreneurship classes, teachers are allowed to first guide students to brainstorm single and easily summarized knowledge points for easy understanding and memorization; when guiding students to practice in entrepreneurship practice classes with previous entrepreneurial experience, teachers then use the large number of cases collected to teach practical experience, conduct group discussions, and implement role plays. For example, a sandbox game allows students to experience the process of starting and running a business in the classroom, and to rationally analyze, make decisions, and test the consequences of the situation they encounter in this simulation game. In this way, abstract and tedious knowledge becomes concrete and interesting, which makes it easier for students to understand and remember, and increases their interest in learning and applying it in a practical way.

3.4Forming a scientific faculty for entrepreneurship education

To cultivate "double-creative" talents, the formation of scientific faculty is undoubtedly the most basic link. The special feature of entrepreneurship education lies in its practical nature. A scientific faculty for entrepreneurship education in colleges and universities should be complemented by full-time and part-time teachers, theoretical teachers and practical teachers. Although colleges and universities have many excellent entrepreneurship teachers with high education and titles, they are usually lacking in entrepreneurial experience and innovative thinking. The current situation of entrepreneurship in society varies day by day, so it is especially important to improve the training system of full-time entrepreneurship teachers in schools. Schools can regularly arrange for entrepreneurship education teachers to attend SYB teacher training courses sponsored by the local government and take an examination to obtain the appropriate certificate. The training will include entrepreneurship teachers from each school, who will have a platform to exchange and learn from each other while updating their knowledge, and will have access to the latest cases of successful entrepreneurship. In addition to training it is also possible to actively organize theoretical course teachers to go to enterprises for attachment to enrich their professional knowledge and practical ability. As for the sources of part-time entrepreneurship education teachers, excellent entrepreneurial people, managers of large and medium-sized enterprises, entrepreneurs, etc., especially outstanding alumni, can be considered. In addition to lectures on entrepreneurship, teachers and students can visit outstanding entrepreneurship cases and invite entrepreneurial elites to guide students in entrepreneurship practice to strengthen the connection between entrepreneurship education in schools and the actual situation of entrepreneurship in society.

4.Conclusion

In conclusion, under the background of "mass entrepreneurship and innovation", if colleges and universities can follow the wave of "double creation", actively create an entrepreneurial culture, build a scientific man-

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agement and evaluation system for entrepreneurship education, integrate professional education with entrepreneurship education, and build a scientific entrepreneurship education faculty with social practice, they can make college students have enough entrepreneurial consciousness and ability to meet the needs of future society. If universities can follow the wave of "dual innovation", actively create an entrepreneurial culture, build a scientific management and evaluation system of entrepreneurship education, integrate professional education with entrepreneurship education, and establish a scientific faculty of entrepreneurship education with social practice, they will be able to equip college students with sufficient entrepreneurial consciousness and entrepreneurial ability, promote their overall development to meet the needs of future social development, and drive employment with entrepreneurship to actively meet various challenges in the employment market.

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