

Opportunities and Challenges for the Transformation and Development of Entrepreneurship Education in Universities in the Era of Mass Entrepreneurship

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Abstract

The advent of the era of mass entrepreneurship has greatly changed the entrepreneurial environment and affected the development of Chinese enterprises. In this context, the entrepreneurial education work of colleges and universities faces both the development opportunities and challenges brought by the mass entrepreneurship era. In the process of transformation and development of entrepreneurship education in colleges and universities, it is necessary to firmly grasp the development opportunities brought by the mass entrepreneurship era, face the challenges directly, and continuously deepen reforms, change the methods of college entrepreneurship education, enrich the content of entrepreneurship education, and better adapt entrepreneurship education in colleges and universities in the era of mass entrepreneurship improves the effectiveness of college entrepreneurship education.

Keywords

Mass entrepreneurship era; entrepreneurial education; transformational development; development opportunities; challenges.

1. Introduction

At present, China has a strong entrepreneurial atmosphere. Under this circumstance, more and more people and capital have joined the entrepreneurial army, which has greatly changed the status of entrepreneurship in China. In the context of the mass entrepreneurship era, in order to be able to respond to the country's policy calls and actively promote the reform of entrepreneurship education, colleges and universities have carried out transformation and development in the content and teaching methods of entrepreneurship education to cultivate college students with new innovative ideas and creative capabilities [1]. However, judging from the current status of entrepreneurship education in colleges and universities, there are still problems with inadequate entrepreneurship education, such as the disconnection between entrepreneurship education and professional courses and social practice, which cannot meet the actual needs of college students for entrepreneurial education knowledge, and cannot effectively cultivate the entrepreneurship consciousness and creative ability of college students. Therefore, it is necessary to take measures to improve the effectiveness of entrepreneurial education in colleges and universities under the background of mass entrepreneurship era, thus can effectively promote the transformation and development of entrepreneurial education in colleges and universities.

2. The Development Opportunities Faced by College Entrepreneurship Education

2.1. Enriching the Content of Entrepreneurship Education in Colleges and Universities

Thanks to the strong support of the party and the government for mass entrepreneurship, more and more colleges and universities have seized this opportunity and joined the ranks of entrepreneurship education, which has promoted the arrival of entrepreneurial boom in China. Therefore, the current situation of entrepreneurship education in colleges and universities has been greatly changed in the era of mass entrepreneurship. In the traditional model of entrepreneurship education in colleges and universities, the content of entrepreneurship education mainly comes from textbooks and the deep understanding of entrepreneurship education by college educators. The content of education focuses more on guiding students to find employment and increasing the employment rate of colleges and universities, rather than guiding students to master the knowledge related to entrepreneurship and promoting the growth of students into compound entrepreneurial talents [2]. In the age of mass entrepreneurship, the environment for entrepreneurship education in colleges and universities has changed. Fresh words such as “mass entrepreneurship and “pioneer” have been introduced into the entrepreneurial education work of colleges and universities. Students are deeply influenced by the era of mass entrepreneurship. Entrepreneurship is no longer unfamiliar. More and more college students have sprouted the consciousness of entrepreneurship. Therefore, under the influence of various factors, colleges and universities pay more attention to entrepreneurship education. In the content of entrepreneurship education, they actively introduce content related to mass entrepreneurship. Teaching content, such as teaching content on guiding college students to start a business, analyze the environment of mass innovation, understand the connotation of entrepreneurship, understand the steps of entrepreneurship, and the precautions for entrepreneurship, has enriched the content of entrepreneurship education in colleges and universities. Entrepreneurship education is also thinking of diversified development, which can provide professional guidance for college students' entrepreneurship and create a good teaching environment for the reform of college entrepreneurship education.

2.2. Expanding the Way of Entrepreneurship Education in Colleges and Universities

With the advent of the mass entrepreneurship era, the background and environment of entrepreneurship education in colleges and universities have undergone profound changes, as well as the transformation of college students' thinking styles. Traditional teaching methods have become less and less suitable for the actual needs of contemporary college entrepreneurship education. The advent of the era of mass entrepreneurship has created good development opportunities for the transformation of the teaching methods of entrepreneurship education in colleges and universities, and has provided conditions for the innovation of the teaching philosophy and teaching methods of college entrepreneurship education. First of all, the era of mass entrepreneurship has promoted the innovation of the concept of entrepreneurship education in colleges and universities. The influence of the audience's creation of the era, the concept of entrepreneurship education in colleges and universities has changed day by day, from focusing on the employment rate of college students to focusing on the cultivation of college students' entrepreneurial ability, and paying more attention to the process of entrepreneurship education, the knowledge experience and emotional experience of college students, as well as the entrepreneurial literacy of college students through entrepreneurship education, enable them to transform from independent

entrepreneurship to diversified entrepreneurship in entrepreneurship, which greatly improves the level of entrepreneurial awareness of college students[3]. In the methods of entrepreneurship education in colleges and universities, more and more teaching methods aimed at cultivating students' innovative ability have been introduced into entrepreneurship classrooms, such as micro-classes and MOOCs. The constructed entrepreneurship education classroom has greatly improved the teaching effectiveness. The transformation of teaching methods in college entrepreneurship classrooms, on the one hand, has a deeper understanding of the relevant theories of entrepreneurship education, and can systematically master the relevant theoretical knowledge of entrepreneurship. On the other hand, students can use the knowledge learned to conduct entrepreneurial activities in practical courses to verify the effectiveness of the entrepreneurial knowledge learned, so that college students can master more knowledge about entrepreneurship, and can use entrepreneurial knowledge to try to start their own businesses, which is helpful in guiding the direction of college students' entrepreneurship. For the work of college entrepreneurship education, it has greatly improved the quality of college entrepreneurship education and promoted the transformation and development of college entrepreneurship education.

2.3. Creating A Good Environment for College Entrepreneurship Education

The advent of the mass entrepreneurship era has created a good environment for the transformation of college entrepreneurship education. The Chinese government has a deep understanding of college students' entrepreneurship. In order to support college students' entrepreneurship and encourage more college students to try, the government has issued a number of preferential policies to support college students' entrepreneurship, such as the notice on taxation policies related to supporting and promoting employment, the State Council's "double entrepreneurship" policy, etc. The promulgation of these policies has created a good entrepreneurial atmosphere in the society and guided more college students to actively participate in entrepreneurship. In combination with the Zhejiang Province's policies on college students' entrepreneurship, the universities in Zhejiang Province have introduced the content of self-employment into their teaching. On the one hand, in the teaching of entrepreneurship education in colleges and universities, a detailed analysis of how to apply for entrepreneurial loans, financial discounts, taxation, etc., and those preferential policies have stimulated the enthusiasm of college students in entrepreneurship education in colleges and universities, leading more students actively participated in entrepreneurship classrooms and actively interacted with teachers, thereby enhancing the degree of classroom interaction between teachers and students, students and students in entrepreneurship education in colleges and universities, making entrepreneurship education more efficient. On the other hand, colleges and universities in Zhejiang Province actively cooperate with local governments to introduce social enterprise resources to promote the transformation of entrepreneurial education in colleges and universities, and use college entrepreneurship colleges as a platform to guide college students to start their own businesses.

3. Challenges Faced by College Entrepreneurship Education in the Context of Mass Innovation

3.1. Insufficient Strengthening of College Students' Entrepreneurial Ability and Awareness

In entrepreneurship education in colleges and universities, although some teaching adjustments have been made for the era of mass entrepreneurship, such as the addition of the analysis of national and local government entrepreneurship policies, this has promoted the upsurge of independent entrepreneurship among college students to a certain extent, the low

success rate of college students' self-employed entrepreneurship reflects that there is still a problem of insufficient enhancement of college students' entrepreneurial ability and awareness in college entrepreneurship education. First of all, in terms of cultivating college students' sense of entrepreneurship, in the entrepreneurship teaching of colleges and universities, the main purpose is to make students aware of the pressure of employment, and to interpret the policies on college students' entrepreneurship, so that college students realize the advantages of self-employment, so as to stimulate college students' independent entrepreneurship consciousness. Through the above teaching content, although the entrepreneurial enthusiasm of college students can be awakened and some college students can embark on the road of entrepreneurship, many college students often face the difficulties in the entrepreneurial road and often just taste it and fail to truly embark on the road of entrepreneurship. After some college students' entrepreneurial passion is stimulated, they can't settle down to plan. They lack scientific planning for the purpose and direction of entrepreneurship, so that entrepreneurship becomes a spoken word without actual action. Secondly, in the entrepreneurial education system of colleges and universities, there are insufficient phenomena in the education of college students' entrepreneurial ability. Colleges and universities regard entrepreneurship education courses as supplementary courses, and insufficient investment in the construction of entrepreneurship education resources, leading to the fact that the entrepreneurial education practice activities of colleges and universities are limited to campuses and fail to establish a close relationship with social practice activities. Although there are many practical activities on entrepreneurship carried out on campus, most of these practical activities are carried out in the form of knowledge contests, entrepreneurial simulation contests, etc. The number of college students who can participate is relatively small, and the majority of college students fail to get what they deserve in these practical activities. The various abilities related to entrepreneurship have not been sufficiently cultivated. As a result, college students often have entrepreneurial ideas, but suffer from the lack of entrepreneurial ability, causing many excellent entrepreneurial ideas to disappear in the bud. In terms of entrepreneurship training programs, colleges and universities have failed to formulate scientific, systematic, and long-term training programs. The entrepreneurial education activities carried out are relatively random, and entrepreneurship education often exists in the form of elective courses in colleges and universities. As a result, college students do not pay enough attention to entrepreneurship education courses, and cannot actively participate in the classroom learning of entrepreneurship education. As a result, the time for entrepreneurship education that college students can accept is insufficient, which is not enough to cultivate college students' entrepreneurial ability.

3.2. Disadvantages of Traditional Teaching Mode

In the process of the reform and development of college entrepreneurship education model, influenced by traditional teaching concepts, the main body of teaching are college entrepreneurship educators, not college students. Therefore, under the traditional entrepreneurial teaching model, the quality of talent cultivation of entrepreneurial education in colleges and universities mainly depends on the overall quality of entrepreneurial educators. Entrepreneurship educators in colleges and universities determine the teaching content of entrepreneurship education and the teaching methods used in entrepreneurship classrooms, which affect the level of entrepreneurship education. In entrepreneurship classes, college students have not received their due respect and use as the main body of the classroom, resulting in the passive and mechanical learning of college students in entrepreneurship classes, failing to actively participate in college entrepreneurship classes, which directly affects the teaching efficiency and quality of entrepreneurship classrooms in colleges and universities[4]. Although some colleges and universities realized the shortcomings of traditional entrepreneurship education models during the transformation of entrepreneurship education,

and made improvements, they have greatly corrected the problems in college entrepreneurship education and improved the quality of college entrepreneurship education. In the process of transformation of entrepreneurship education in colleges and universities, it will still be restricted by the traditional teaching model, which limits the transformation and development of entrepreneurship education in colleges to a certain extent, and cannot effectively highlight the personality of college students in entrepreneurship education, which is not conducive for college students to establish a good entrepreneurial awareness and entrepreneurial ability in entrepreneurship classrooms.

3.3. More Complicated Entrepreneurial Environment

The party and the government have issued a number of policies in the field of entrepreneurship, especially regarding college students' self-employment. The introduction of a large number of preferential policies has greatly promoted the development of the era of mass innovation. In this era, countless people's entrepreneurial dreams were ignited, and they stepped into entrepreneurship with passion and dreams. But entrepreneurship is risky, and entrepreneurship has to withstand the harsh test of the market before it can stand firm. In the era of mass entrepreneurship, social entrepreneurship groups have expanded and the environment for entrepreneurship has become more complicated. As a result, numerous entrepreneurs, after experiencing short-term excitement, are often hit hard by the cruel reality. Entrepreneurship failures abound, which intensifies the complexity of the entrepreneurial environment, especially in some popular entrepreneurial fields, such as e-commerce and information technology, market competition has become more intense, raising the threshold for college students to start their own businesses. Facing the complex entrepreneurial environment, colleges and universities lack the analysis on the complex entrepreneurial environment, and there are insufficient education on the problems that college students may encounter in entrepreneurship, entrepreneurial failure, etc., which cannot well eliminate the withdrawal psychology of students facing the difficulties in entrepreneurship and fail to help college students to establish a firm determination to start a business. Under the complex entrepreneurial environment, the entrepreneurial education work of colleges and universities has not yet realized the role of college students in solving the complex entrepreneurial environment and enhancing their entrepreneurial consciousness.

4. Measures to Improve Entrepreneurship Education in Colleges and Universities in the Era of Mass Entrepreneurship

4.1. Changing Teaching Concepts and Innovating Entrepreneurship Education Models

Confronted with the challenges faced by college entrepreneurship education in the era of mass entrepreneurship, colleges and universities must firmly grasp the development opportunities brought by the era of mass entrepreneurship, relying on the preferential policies of the party and the government, and actively innovate the entrepreneurial education model of colleges and universities to better adapt to the entrepreneurial environment in the era and improve the effectiveness of entrepreneurial education in colleges and universities. In the mode of entrepreneurship education in colleges and universities, we must first transform the teaching goals. Colleges and universities should focus on promoting local economic development according to the situation of economic development, social employment and entrepreneurship in China, and integrate the content of national and regional economic development into their teaching goals, so that the goal of college entrepreneurship education can focus on how to train college students to start their own business. In terms of teaching concepts, in accordance with the characteristics of the mass entrepreneurship era, the traditional teaching concepts should

be updated in a timely manner, so that the entrepreneurial education of colleges and universities will be the preface of the era, leading the development of college students' entrepreneurial thinking, and playing the role of colleges and universities in serving local economic development. On the one hand, it is necessary to carry out a comprehensive and scientific setting of entrepreneurship education courses, so that the courses of college entrepreneurship education can be systematically carried out; on the other hand, colleges and universities must enrich the content of entrepreneurship education, closely link with the professional courses of college students, and increase some entrepreneurial examples related with college students' majors, so that college students can experience entrepreneurial experience from examples [5]. For example, the smart entrepreneurship education launched by universities in Zhejiang Province. In the smart entrepreneurship platform, Zhejiang universities have launched services such as "double entrepreneurship base", "double entrepreneurship mentor", and "double entrepreneurship team". The provision of services for entrepreneurial education in universities has enhanced the practicality of the entrepreneurial education model in universities and effectively promoted the innovation of the entrepreneurial education model in universities. Relying on the smart entrepreneurial platform of colleges and universities, colleges and universities in Zhejiang Province have conducted systematic training in finance and entrepreneurial ability for college students in entrepreneurship education. Through smart entrepreneurship education, college students can receive scientific and systematic entrepreneurial education.

4.2. Building An Ecosystem of Entrepreneurial Education in Universities

Creating an ecosystem of entrepreneurship education in colleges and universities will enable college entrepreneurship education to pay more attention to the changes in the theory and practical activities of entrepreneurship education during the transformation process, so as to promote a virtuous circle of entrepreneurship education in colleges and universities. First of all, in the construction of the entrepreneurial education ecosystem in colleges and universities, it is necessary to recognize the importance of professional education in colleges and universities for guiding entrepreneurship education. It is necessary to highlight the status of professional education and to find the connection between entrepreneurship education and professional education, so that entrepreneurship education becomes part of professional education, and enhances the entrepreneurial nature of professional education. The integration of professional education and entrepreneurship education can promote the transformation of professional education and entrepreneurship education in colleges and universities, so that the teaching of professional courses and entrepreneurship courses for college students conforms to the development direction in the era of mass entrepreneurship, so as to cultivate a compound talents with entrepreneurial ability, which can meet the demand for compound entrepreneurial talents in the era of mass entrepreneurship. Secondly, in the college entrepreneurial education ecosystem, it is necessary to recognize that college students are the key to the sustainable development of the ecosystem. The driving role of entrepreneurship focuses on the economic, financial, financial, tax and other knowledge required for college students to start their own businesses. Systematic education enables college students to do the preliminary work of self-employment after they have been trained in entrepreneurship education. Finally, colleges and universities should improve the teaching conditions of college entrepreneurship education through entrepreneurship education, increase investment in college entrepreneurship education, improve the infrastructure of college entrepreneurship education, and make the college entrepreneurship education ecosystem more scientific. In this system, College students can not only receive education in mass entrepreneurship, but also receive specific guidance on entrepreneurship from universities and social enterprises to enhance their confidence in entrepreneurship. For example, Zhejiang colleges and universities have established a talent training system oriented to improve the entrepreneurial ability of college students. In this

system, the central position of talent training has been strengthened. In accordance with the spirit of the policies and documents of the State Council and the Ministry of Education, they actively cooperate with local governments, enterprises, and universities. A cooperative relationship has been established between the Zhejiang Province University Entrepreneurship Education Alliance and cooperation with universities in other provinces and cities in entrepreneurship.

4.3. Constructing A Hierarchical and Classified University Entrepreneurship Education System

To scientifically create a hierarchical and classified university entrepreneurship education system, and explore how to highlight more on the purpose of university entrepreneurship education, the following measures should be taken. First, facing the entrepreneurial education work of emerging industries in the era of mass entrepreneurship, and the more popular entrepreneurial fields in this market, such as e-commerce, cultural creation, new media, Internet +, etc., it is necessary to do a good job in education in these entrepreneurial fields, and strengthen college entrepreneurship education and popular entrepreneurial fields through the cooperation with some social enterprises. Introducing industry trends in these hot entrepreneurial fields into entrepreneurship education, enriching the information of hot entrepreneurial projects that college students pay attention to, thereby creating preconditions for college students' independent entrepreneurship, enhancing the purpose of college students' entrepreneurship process, and eliminating the confusion and fear of college students in entrepreneurship, so as to better guide college students' entrepreneurship. Second, meeting the different entrepreneurial learning needs of college students. Colleges and universities should solve the shortcomings in entrepreneurship education for the development of entrepreneurship education, so as to create a good environment for entrepreneurship education in colleges. In the construction of entrepreneurial educators in colleges and universities, we must not only pay attention to the introduction of high-quality entrepreneurial educators, but also pay attention to cooperating with other colleges and universities to provide business and teaching training for entrepreneurial educators to improve entrepreneurship educators in entrepreneurship education. In this way, entrepreneurial educators can adopt a teaching mode of teaching students in accordance with the aptitude and entrepreneurial learning needs of college students to meet the entrepreneurial needs of college students at different levels and needs.

5. Conclusion

In the entrepreneurial education work of colleges and universities, the advent of the era of mass entrepreneurship has both advantages and disadvantages for the entrepreneurial education work of colleges and universities. In response to the drawbacks of entrepreneurship education, effective measures must be taken to solve the problems in entrepreneurship education to promote the transformation and development of entrepreneurship education in colleges and universities, which can continuously improve the teaching effectiveness and quality of entrepreneurship education in colleges and universities, and cultivate compound entrepreneurial talents to contribute to economic construction in China.

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