

A Probe Into the Course Education of “Principles of Entrepreneurship” for Undergraduates under the Background of “New Economics and Management”

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Abstract

In response to the needs of undergraduates under the “New Economics and Management” development strategy, we insist on talent training as the center and high-quality development as the main line, and continue to deepen the reform of education and teaching, and continue to innovate the talent training model, and comprehensively improve the quality of talent training. The authors combine their own teaching exploration process, from the perspective of students and teaching. Four links are discussed. Firstly, based on the needs of undergraduates. Secondly, carefully designs the teaching content of “Principles of Entrepreneurship”. Thirdly, taking each class with heart. Lastly, consolidating after class conscientiously, and gave corresponding suggestions.

Keywords

Undergraduates; Entrepreneurship; Principles of Entrepreneurship; Talent Training; Course Education.

1. Introduction

According to “learning to know”, one of the “four meetings” proposed by UNESCO's “International Commission on Education for the 21st Century”, that is, the ability to “learn to learn”. It is believed that contemporary college students should learn to acquire the fastest and most effective Professional knowledge information, the ability to process and use professional knowledge information, we must learn the combination of broad and specialization, and the learning method from Bo to return to the contract (Zhou Nanzhao, 2003, 2014) [1,2]. The wave of new technologies led by big data, cloud computing, and artificial intelligence is surging, and the interdisciplinary and integration of disciplines has increasingly become a new trend in the high-quality development of higher education. The development strategy of “New Economics and Management”, adhere to the talent training as the center, high-quality development as the main line, continue to deepen the reform of education and teaching, constantly innovate the talent training model, and comprehensively improve the quality of talent training[3]. Premier Li Keqiang proposed at the opening ceremony of the Davos Forum on September 11, 2014, “Let everyone who has the desire to start a business have the space to start their own business, and let the blood of innovation and creation flow freely in the whole society. Through reform and innovation The east wind has set off a new wave of mass entrepreneurship and grass-roots entrepreneurship.”[4].

In January 2015, Premier Li Keqiang attended the annual meeting of the World Economic Forum in Switzerland, and regarded “mass entrepreneurship and innovation” as a mechanism to “enhance public well-being, realize the value of life, promote vertical social mobility, and promote social fairness and justice”[5]. This shows that the entrepreneurial environment,

policies and situation have undergone tremendous changes, which have greatly promoted the enthusiasm and vitality of entrepreneurship. In this context, according to the requirements of the State Council's "Implementation Opinions on Deepening the Reform of Innovation and Entrepreneurship Education in Colleges and Universities" in 2015, "Principles of Entrepreneurship" has become a public compulsory course in our school's talent training program. The goal is to improve the quality standards of our school's talent training, innovate the talent training model, establish and improve the innovation and entrepreneurship education curriculum system, help college students to establish a comprehensive understanding of entrepreneurship, and make our school's entrepreneurship education more versatile, flexible and effective. , and at the same time, to pave the way for the career development planning of college students.

However, the differences in the growth background, growth environment, personality characteristics, learning methods, learning methods, receptive ability and learning goals of undergraduates in the new era lead to different students' desire for professional knowledge. "Principles of Entrepreneurship" is a professional course for undergraduates. How to take this course well according to the syllabus? How to improve the quality of undergraduate training? How to enhance the fun and accumulation of learning ability of undergraduates in learning professional knowledge? It is a real problem that teachers have to face.

In view of the growth laws and needs of undergraduates in the new era, and to improve the quality of talent training for undergraduates, the author combines his own teaching exploration process, from the perspectives of students and teaching, to continuously optimize the design of the curriculum system and teaching content, focusing on teaching management, teaching Course teaching is carried out in terms of practice, teaching level and effect, making full use of high-quality course resources, and promoting the deep integration of information technology and education and teaching. This article discusses how to take the course "Principles of Entrepreneurship" from the following four aspects: centering on the needs of undergraduates, carefully designing the teaching content of "Principles of Entrepreneurship", paying attention to each class, and conscientiously consolidating after class. , and gave corresponding suggestions.

2. Focus on the Needs of Undergraduates

In the process of teaching the principles of entrepreneurship for undergraduates, teachers should stand from the perspective of students, care for students with heart, understand the real needs of students, what undergraduates really need, clarify the needs of undergraduates, and focus on the needs of undergraduates. Focusing on the needs of students, teaching students according to their aptitude, and not leaving a student behind, helping students to plan their learning goals reasonably, and provide serious, patient, and meticulous in-depth guidance. After communicating with students, we learned that students mainly have needs for professional knowledge and participating in various entrepreneurial competitions such as "entrepreneurship and innovation". The specific analysis is as follows.

2.1. The Needs of Undergraduates for Professional Knowledge

Undergraduate students choose the course of entrepreneurship principles and choose to listen to a professional teacher's course, not only related to the style of the teacher's class, but more importantly, they want to work hard to learn professional knowledge related to entrepreneurship, so as to prepare for the graduate students in the field of entrepreneurship research or in entrepreneurship in the future. Take root in the field to lay a solid professional foundation and accumulate professional quality. At the same time, some students will take the initiative to contact teachers and are willing to write relevant academic papers in the field of

entrepreneurship, so as to lay a foundation for postgraduate research or future academic careers. Guide and cultivate students' innovative spirit and innovative thinking.

2.2. Undergraduates' Needs for Participating in Various Entrepreneurial Competitions Such as "Innovation and Entrepreneurship"

Undergraduate students have participated in the National College Student E-commerce "Innovation, Creativity and Entrepreneurship" Challenge and "Internet +" Competition. These students use the knowledge and skills of entrepreneurship they have learned and are determined to win awards in the competition. They can not only add chips for future employment, but also exercise themselves in the process of participating in the competition. Learning ability, application ability, analysis and judgment ability, etc. promote.

2.3. The Needs of Undergraduates to Start A Business After Graduation

Entrepreneurship is that entrepreneurs create value for individuals, enterprises and society by capturing and identifying business opportunities, acquiring and allocating relevant capital, technology, human resources and other resources. In the face of a series of government policies to encourage and support entrepreneurship, such as tax reduction, providing financial support and venues, some undergraduates will start their own businesses after graduation, join entrepreneur groups, and engage in entrepreneurial activities. There are risks in starting a business. In order to avoid the risk of failure, effectively improve their entrepreneurial awareness, entrepreneurial thinking and entrepreneurial ability, and cultivate entrepreneurial spirit, undergraduates need to reserve relevant entrepreneurial knowledge and skills.

3. Carefully Design the Teaching Content of "Principles of Entrepreneurship"

Careful design of teaching content, that is, preparing lessons is a key link in the teaching process. After carefully understanding the actual needs of undergraduates for knowledge related to entrepreneurship, in the teaching process, teachers need to carefully design the teaching content of the "Principles of Entrepreneurship" course. Of course, in this link, teachers need to focus and invest a lot of time and energy to search for professional materials needed in various teaching according to the syllabus, and carefully and carefully design and produce each PPT lesson plan. The cultivation of undergraduates should be closely combined with theory and practice, and attention should be paid to the shaping of undergraduates' professional ability and professional quality.

3.1. Well-designed Professional Knowledge Related to Entrepreneurship

On the basis of the syllabus, teachers need to carefully prepare and design professional knowledge related to entrepreneurship, so that students can pay attention to and understand entrepreneurial thinking and actions from the background of social transformation and the global entrepreneurial boom, understand the inherent laws of entrepreneurial actions and entrepreneurial activities themselves. uniqueness. Such as designing innovative and entrepreneurial thinking and methods, entrepreneurship and innovation and entrepreneurial ability cultivation, identification and evaluation of entrepreneurial opportunities, formation and management of entrepreneurial teams, acquisition and utilization of entrepreneurial resources, business model design and innovation, and writing business plans, Entrepreneurial risks and coping. At the same time, taking into account the needs of some undergraduates to write academic papers, in the design of teaching content, prepare some professional knowledge that can be used as academic research, so that students can conduct in-depth exploration of knowledge in this field. "

It is better to teach a man how to fish than to teach him how to fish", to inspire students, to "raise bricks to attract jade", to indicate the direction of students' efforts to master the knowledge of a certain investment field, and to advocate students to use smart phones more as a learning tool, and learning to make full use of it is conducive to learning Relevant websites of expertise to understand expertise in theory and understand real-world applications. The process of learning professional knowledge is actually a process of summarizing efficient learning methods and accumulating learning ability.

3.2. Carefully Prepare the Relevant Knowledge and Skills Required By Various Entrepreneurial Competitions Such as "Innovation and Entrepreneurship"

Dig deep into the needs of innovation and entrepreneurship projects, and prepare knowledge for entrepreneurship competitions. Entrepreneurship competition needs to write entries, which mainly analyze the feasibility of the upcoming commercial projects from the aspects of the company's internal personnel, system, management, as well as the company's products, marketing, and markets. Such as industry and market analysis, it is necessary to use Porter's five forces model for analysis. Such as the uniqueness of products or services, business model innovation, the competitiveness of the management team, financing and investor exit mechanisms, risk response plans. Principles of writing a business plan, such as moderation, uniqueness, authenticity, consistency, openness, etc. Business plan writing skills such as writing a business plan in person, focusing on the product, daring to compete, understanding the market, articulating a course of action, presenting a management team, a good plan summary, a well-thought-out exit, and attention to detail.

3.3. Carefully Prepare Knowledge Related to Entrepreneurial Needs

In the course of preparing lessons, key knowledge will be carefully designed into the teaching content to cultivate students' active and innovative consciousness, shape and strengthen entrepreneurial spirit, cultivate and exercise entrepreneurial thinking, identification of entrepreneurial opportunities, acquisition and utilization of entrepreneurial resources, and entrepreneurship. Entrepreneurial knowledge and entrepreneurial skills such as team building and management, business model design, etc., guide students to carry out entrepreneurial activities with entrepreneurial thinking and code of conduct, and cultivate and strengthen the ability to creatively analyze and solve entrepreneurial problems.

4. Pay attention to Every Lesson of "Principles of Entrepreneurship"

Paying attention to each lesson is the core part of the teaching process, fulfilling the functions of "preaching" and "teaching" of teachers. Teachers are the guides and role models of students, and their words and deeds will have a subtle positive influence that even exceeds expectations, so there is a good story of "being a teacher". Only when teachers are serious can students be serious. In the course of the class, the teachers' intentions can be seen and felt by the college students, and then they can follow the example and work hard, "teaching by example is more important than teaching." Students are encouraged to focus and persevere to work hard, and students will surely gain from the solid professional knowledge and the cultivation of professional ability.

4.1. Teachers Should Have Strong Professional Expression Skills

Teachers should have strong professional expression ability in teaching, that is, teachers can be good at using professional language in entrepreneurship to explain relevant concepts, theories and operations in an easy-to-understand manner. For example, causal logic and effect logic, business model design canvas, and writing business plan, it will be difficult to understand this part of the knowledge. Teachers should adhere to the teaching principle of "no one can be missing", use professional language expression skills, reason carefully, and strive to make every

undergraduate student listen, understand, and understand with interest, so as to drive and motivate undergraduates. Students' curiosity, and enhance students' confidence and fun in learning this course.

4.2. Teachers Are Good at Adopting Flexible and Diverse Teaching Methods

Teachers should be good at leading the classroom teaching process and reasonably adopt a variety of teaching methods, such as theoretical lectures, practical teaching, case analysis, group reports and discussions. Select typical cases of entrepreneurship, such as Douyin's entrepreneurial story under the epidemic, Baidu Li Yanhong's entrepreneurship, and Ma Huateng's five brothers - a rare entrepreneurial team. Through intensive lectures on cases, students can further understand and master the excellent characteristics of entrepreneurs, cultivate students' ability to analyze and solve problems, and cultivate students to have the professional quality of an excellent entrepreneur. In the teaching process, students interact by means of collectively answering general questions, asking general questions in class, and students with spare capacity taking the initiative to stand up and answer in-depth questions. Group reports and discussions can exercise students' teamwork spirit, ability to retrieve knowledge and information, ability to integrate, ability to speak, and ability to use their hands and brains. It adopts the teaching method of "entering the classroom" for entrepreneurs, combining theory with practice teaching. Invite successful entrepreneurs into the classroom and share their entrepreneurial stories with students. By sharing with students the origin of their entrepreneurial dreams, the identification of entrepreneurial opportunities, the formation of entrepreneurial teams, the acquisition of entrepreneurial resources, the difficulties in the entrepreneurial process and their breakthroughs, etc. Entrepreneurial experience enables students to deeply understand the hardships and rewards of starting a business and the process of starting a business.

4.3. Teachers Have The Skills to Use A Variety of Teaching Methods

Teachers should learn to use various teaching methods and teaching methods, such as face-to-face teaching in multimedia classrooms, skilled use of online teaching modes such as Chaoxing "Learning Pass", DingTalk, Tencent Conference, "Rain Classroom", etc., and have the ability to adapt to using a variety of teaching methods. Teaching skills for changing teaching environment in the Internet age. For example, on the Learning Pass, you can complete the learning process such as signing in, answering questions, submitting assignments, reviewing and consolidating.

5. Conscientiously Do A Good Job of Consolidating the "Principles of Entrepreneurship" After Class

In order to facilitate communication with students after class, consolidate what students have learned in the classroom, and improve the learning effect, teachers can use the "Learning Pass" class communication group, and can establish contact methods such as the class WeChat group of the course, and send PTT teaching content in a timely manner. For students, for students to consolidate use. Teachers of professional courses should be enthusiastic and patient in answering students' questions and perform the function of "solving doubts" of teachers.

In fact, attentiveness is reflected in every aspect of the teaching of the Principles of Entrepreneurship. The teaching of Entrepreneurship Principles course is an interactive process of teaching and learning. In the process of teachers' teaching and students' learning, in addition to helping undergraduates to lay a good professional foundation, it is more important to improve undergraduates' ability to search for professional information on entrepreneurship and improve undergraduates In order to improve the professional quality of entrepreneurship of students, as well as to expand the learning ability, analytical ability and ability of solving

simple problems in reality, students are also required to go to enterprises to practice and practice. After all, entrepreneurial ability requires years of accumulation.

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