Research on the Model, Problems and Countermeasures of College Students' Entrepreneurial Practice Education

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Abstract: Popularizing the mode of entrepreneurship education in colleges and universities can further strengthen the innovation spirit and will of college students, improve the comprehensive accomplishment of college students, and strengthen their ability of employment competition. Many typical modes of entrepreneurship practice education have been found out in colleges and universities in our country for many years, but there are still some problems such as limited coverage of entrepreneurial practice activities, formalization of entrepreneurial practice activities, imperfect supporting facilities for entrepreneurship, lack of professional support and insufficient platform for entrepreneurial practice. We can integrate the system of entrepreneurship practice education in colleges and universities by optimizing the teaching of entrepreneurship, increasing the support of the mode, opening up the talent training base, determining the orientation of entrepreneurship practice education, and strengthening the construction of entrepreneurial talent training team.

1. Introduction
The domestic university entrepreneurship practice education has passed many stages and many kinds of model exploration, also gradually forms some mature education pattern. However, due to the short development time, there are still some deficiencies in the activities, coverage, professional guidance, practical platform and supporting measures. Therefore, based on the development course and education mode of college students' entrepreneurship practice, this paper analyzes the current situation of entrepreneurship practice education in colleges and universities, and puts forward some suggestions to optimize its entrepreneurship practice education.

2. Development of Entrepreneurial Practice Education in Colleges and Universities
2.1. Development Process
The main characteristic of the independent exploration stage in colleges and universities is that the practice education of entrepreneurship in colleges and universities makes use of scientific and technological innovation activities and entrepreneurial plan competition to explore the way in a small range. The starting point of this stage can be traced back to Tsinghua University's first "Tsinghua entrepreneurship program" competition in 1998, and then changed to "challenge cup" after 99 years, which has a profound impact on early entrepreneurship practice education in China. The "Challenge Cup" competition is also known as the University Olympic Games, each of which brings together more than 110 colleges and universities in China nearly 410 business plans.

2.2. Pilot Exploration Phase
As a pilot university of entrepreneurship practice education, the eight universities led by educational institutions have implemented long-term practice step by step and in a planned way under the guidance of policy. In May 2002, eight universities have been selected as pilot institutions of entrepreneurship practice education. In addition, Tsinghua University is also a pilot institution and has been guiding its entrepreneurship practice education model to gradually promote practice...
education throughout the country[1]. At this stage, many colleges and universities in China have begun to engage in diversified entrepreneurial practice education activities. It is important to encourage college students to independently develop and create entrepreneurial practice groups, including summer practice, domestic service centers and entrepreneurial associations.

Table 1 Development of the pilot exploration phase

<table>
<thead>
<tr>
<th>Number of years</th>
<th>Scope of exploration</th>
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<tbody>
<tr>
<td>2020</td>
<td>Domestic pilot colleges and universities have been expanded to 35, further expanding the scope of entrepreneurial practice education.</td>
</tr>
<tr>
<td>2015</td>
<td>The domestic enters the comprehensive deepening university entrepreneurship education stage, causes the university entrepreneurship practice education to spread out in the national scope.</td>
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</tbody>
</table>

2.3. Multi-modal development phase

Through more than 20 years of practice and exploration, domestic university entrepreneurship education has initially formed a platform and model of entrepreneurial practice education. Some colleges and universities, according to their own characteristics, explore the appropriate development of entrepreneurial practice education model, as shown in chart two. There are also many colleges and universities according to their own basic conditions to build entrepreneurial practice education platform, as shown in chart two, together to provide opportunities for college students to practice entrepreneurship.

Table 2 Education model and platform

<table>
<thead>
<tr>
<th>Entrepreneurship practice education model</th>
<th>Wenzhou University</th>
<th>Post Entrepreneurship Education Model</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tsinghua University</td>
<td>Deeply Focused Education Model</td>
</tr>
<tr>
<td></td>
<td>Renmin University of China</td>
<td>Multi-class integrated education model</td>
</tr>
<tr>
<td></td>
<td>Heilongjiang University</td>
<td>Physical Experience Education Model</td>
</tr>
<tr>
<td>Entrepreneurship Practice Education Platform</td>
<td>Entrepreneurship simulation laboratory, entrepreneurship training base, mass creation space, Entrepreneurship incubator and university science and technology park and other platforms.</td>
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2.4. Representation Pattern

Entrepreneurial simulation is the process of using virtual actual combat entrepreneurship practice platform to let college students personally simulate entrepreneurial practice. College students first set up their own entrepreneurial team, and write business plans; secondly, use the hardware equipment of computer room, laboratory and so on, and use the software of entrepreneurship simulation software, entrepreneurship simulation system and so on, practice the business plan on the simulation platform, and carry out business communication[2]. Teachers give reasonable guidance and comments on the practical training tasks assigned after class, and gradually improve the simulation entrepreneurial process of college students and improve their entrepreneurial skills.

The co-construction of schools and enterprises is a practical activity platform established by enterprises and colleges, such as the practice base of off-campus entrepreneurship, the base of industry, university and research, etc. The mode of co-construction of schools and enterprises improves the complementary resources between enterprises and colleges and universities at the level of technology, venue, talent and so on, which cannot only provide college students with access to enterprise entrepreneurship and close to enterprise practice, but also make use of the platform of
co-construction between schools and enterprises to obtain the help of enterprises in technology, market resources and capital, so as to promote the smooth progress of entrepreneurial projects.

At present, a kind of cross-border joint entrepreneurial practice organization has emerged in our country. This kind of organization breaks the boundary of colleges and enterprises, makes full use of the resources of places, talents and technology of colleges and enterprises in the whole country, and transforms into an integrated and multi-level entrepreneurial incubation service system to provide a better service environment for college students to start a business and help them carry out their entrepreneurial practice activities[3]. For example, entrepreneurial coffee, college students entrepreneurship alliance and other organizations.

3. Current Status of Entrepreneurship Practice Education in Colleges and Universities

3.1. Lack of Necessary Professional Support

First, there is a shortage of professional teachers. Although the education department trains a group of backbone teachers for colleges and universities every year, it cannot meet the requirements of the large-scale entrepreneurial practice education in colleges and universities from the teachers' strength. At present, domestic colleges and universities are faced with the problem of entrepreneurship teacher gap, mainly manifested in two aspects of professionalism and quantity, such as chart three, so it leads to poor practical effect.

Table 3 Reflecting the lack of professional support

<table>
<thead>
<tr>
<th>Professional aspects</th>
<th>Most of the domestic university entrepreneurship practice guidance teachers lack of actual experience, entrepreneurial guidance experience.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantitative aspects</td>
<td>Most entrepreneurial practices lack professional mentors that can be supplemented by training, tracking services, and consulting.</td>
</tr>
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</table>

Second, there is a lack of professional education. Entrepreneurship practice education emphasizes the use of entrepreneurship practice to enhance entrepreneurial skills, spirit, knowledge, and the previous classroom teaching and theoretical education Different approaches[4]. Many colleges and universities in China regard entrepreneurship practice education as "employment practice "," participation in entrepreneurship competition "," enterprise visit" and so on.

3.2. Insufficient Platform for Entrepreneurship Practice

The establishment of entrepreneurship platform in domestic colleges and universities can only support the entrepreneurial practice activities of a small number of entrepreneurial groups, and fail to meet the requirements of most people's entrepreneurial practice education. On the one hand, limited by the site or funds, the number of colleges and universities entrepreneurship practice platform is insufficient, often can only use the threshold of raising people to weaken the need, from then on some students with entrepreneurial enthusiasm and entrepreneurial projects isolated.

3.3. Limited Coverage of Entrepreneurial Activities

Domestic colleges and universities are limited by the lack of resources in entrepreneurship practice education, and the coverage of many entrepreneurial practice activities is limited. For example, the limited number of prize-winning places in entrepreneurial events and the fierce competition have forced many potential and innovative entrepreneurial projects to have no chance to participate in the competition. Entrepreneurial associations and other practical activities are also only to provide a small number of college students with the opportunity to participate, entrepreneurial practice base, entrepreneurial park and other entrepreneurial platform resources are limited, it is difficult to involve every entrepreneurial college students.
3.4. Formalization of Entrepreneurial Practice

Domestic colleges and universities carry out a series of entrepreneurial practice education activities, some of which pay too much attention to the form in the process of organizing. As a result, college students perceive different entrepreneurial processes and real entrepreneurial situations, which have limited effect on improving their entrepreneurial skills[5]. For example, some college entrepreneurship simulation conditions are limited, simulation competition, activities almost stay in the formal level, college students rarely have the opportunity to contact the real entrepreneurial practice situation after the simulation practice. In addition, some practical activities are mainly to study, visit, visit the way, it is difficult for college students to use the practice base to carry out entrepreneurial practice activities.

3.5. Inadequate Entrepreneurial Support Measures

First, policy support is limited. Although some policies have been introduced to encourage college students to actively participate in entrepreneurship, such as tax preference, loan preference and so on, these policies lack the implementation rules and supporting facilities issued by colleges and universities, resulting in insufficient policy support for the practical education of college students' entrepreneurship.

Second, there is a shortage of support funds. Although colleges and universities have adopted some measures to provide support for entrepreneurial activities through the establishment of funds, the operation capital of most venture funds is limited, so it is difficult to meet the needs of all projects. A small number of enterprises donate start-up funds to colleges and universities, but most colleges and universities are still lacking sufficient funds to support entrepreneurial practice.

4. Strategies for Optimizing the Mode of Entrepreneurship Practice Education for College Students

4.1. Optimizing the Entrepreneurship Teaching System

To change the training mode of entrepreneurial talents, we must optimize the training teaching system, strengthen the teaching of innovative management, innovation in kind, entrepreneurial philosophy and other knowledge, so as to lay a solid foundation for college students to start a business in the future[6]. We should take the economic and social needs as the guidance, take the talent training mode demand as the standard, optimize the curriculum system, the entrepreneurial practice curriculum modularization, attach great importance to the subject curriculum, and innovate the entrepreneurial practice should be diversified.

4.2. Increase the support of the model

Colleges and universities need to use the following aspects to vigorously support entrepreneurial practice projects, the first to increase financial support, the second to speed up the construction of the park base and platform, the third to create entrepreneurial practice service platform and consulting platform to help entrepreneurial projects seek social docking platform.

4.3. Developing talent training base

Colleges and universities should construct the practice base of college students' entrepreneurship according to their own specialty and scientific research characteristics, and also cooperate with the local enterprises concerned to give full play to the advantages of the society in the cultivation of entrepreneurial practical talents, so as to create a better entrepreneurial environment for college students.

4.4. Identifying Entrepreneurship Practice Education

To make clear the orientation of entrepreneurship practice education, on the one hand, we should follow the hardware, software and education rules of entrepreneurship practice education.[7]. According to their own teaching characteristics and local development should be required to
establish a feasible entrepreneurial practice goals and models, on the other hand, according to the
different training objects to design the specific implementation of entrepreneurial practice and
practical content.

4.5. Enhancing the Training of Entrepreneurial Talents

Using internal training to enhance the practical ability of professional teachers, using external
introduction to enrich the teaching staff[8]. The emphasis of talent training is to affirm the labor
value of the professional guidance teacher, to build the reward system of the guidance teacher, to
incorporate its guidance work into the relevant teaching and scientific research work, and to affirm
the results of its participation, and to give the government a preference in the appraisal and
promotion system.

5. Conclusions

College students'entrepreneurship practice education is a systematic project, at the same time
dabbling in many fields, to achieve the most ideal state of entrepreneurship practice education, we
need to set up a set of education model suitable for domestic college students'entrepreneurship
practice. Need to do a good job in the actual early start-up comprehensive, systematic knowledge
transfer and effectiveness of practical exercise. Only under the guidance of correct education can
we set up the model of entrepreneurship practice education for college students in China.

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