

Research on the Application of Role-Playing Teaching Method in the Innovation and Entrepreneurship Teaching of College Students

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Keywords: Innovation and entrepreneurship education, Role-playing teaching, Teaching link

Abstract: It is the requirement of the Ministry of Education that innovation and entrepreneurship education should run through the whole process of talent training in institutions of higher education. The development of innovation and entrepreneurship education is also conducive to the realization of the national innovation-driven development strategy. In recent years, with the help of the state, innovation and entrepreneurship education in colleges and universities has made some achievements, but it is not yet mature. This paper summarizes and analyzes the problems existing in the teaching links of the current entrepreneurship education for college students, offers the effective supplements of the teaching links with the role-playing teaching method, and further discusses its specific application in the teaching of innovation and entrepreneurship.

1. Introduction

“Role playing is a social psychological techniques created by the American psychiatrist Moreno (1960), which makes people temporarily abandon its role, instead of being in other people's social position, acting in the manner and attitude required by this position, in order to improve the understanding of social roles of others and their own role, so as to more effectively perform their role”^[1] early often used in psychological counseling, group guidance and teaching activities. With the development of education and teaching, this method has been introduced into more curriculum design.

There are different definitions of role-playing teaching method. In this paper, role-playing teaching method is summarized as a simulation experience link implemented according to the requirements of the project by setting roles, so as to achieve the “internalization” of knowledge and skills through the whole process of teaching simulation experience. The cultivation of innovative talents is also an inevitable trend in the innovation and entrepreneurship education of college students. The introduction of role-playing teaching method into the innovation and entrepreneurship education of college students contributes to promote the active learning of college students and enhance their understanding of knowledge and skills and their interest in learning.

2. Analysis of the Current Situation of College Students' Innovation and Entrepreneurship Education and Teaching

In recent years, colleges and universities have made some achievements in innovation and entrepreneurship education and innovative talent training, and are also developing towards long-term goals. For example, a significant number of students have learned to associate knowledge with skills, and developed the ability of thinking independently, problem-analyzing and judgment; At the same time, a group of college students have realized the transformation from employment to entrepreneurship, and some successful cases of college students' entrepreneurship have emerged. At present, there is a tendency that colleges and universities pay more attention to carry out innovative entrepreneurship education, performed by the innovation of entrepreneurial education policy propaganda and education guide, software and hardware, such as: teacher, sites, equipment, capital presents the strengthening and the trend of development, however, now innovative entrepreneurship education in colleges and universities throughout our country is still not mature, still faces some problems.

2.1 The Contradiction between Traditional Talent Training Requirements and Innovative Talent Training Requirements

At present, there are still some problems in the process of carrying out innovation and entrepreneurship education in colleges and universities. For example, the curriculum arrangement is not reasonable enough, the teaching method is relatively simple, and students' actual innovation and entrepreneurship ability has not been improved “qualitatively”. Although many teachers will contact some cases for guidance in class, many cases are too early to conform to the current social development situation, and the successful entrepreneurial experience cannot be used by contemporary college students for reference^[2]. At the same time, the homework of the innovation of entrepreneurship tends to be such as presenting some feedback of entrepreneurship, and business plan or proposal, which is probably considered as lack of effective practice truly innovative entrepreneurial process link, this also not in accordance with the national medium and long-term talent development plan (2010-2020) “, “cultivate all-round development of talents, cultivating innovative talents, pay attention to cultivate applied talents”^[3]is not consistent with the talent mechanism important target, causing students sharply decrease the interest in innovative entrepreneurship education, the talent training quality cannot meet the social needs.

2.2 The Absence of Effective Practice Links is Still Obvious

At present, the colleges and universities for college students' innovative undertaking effective practice support is still not enough, such as: the time of students innovative undertaking effective practice, and the shortage of the corresponding security fund, the innovative undertaking field for college students' can't satisfy the demand of the college students' innovative undertaking, there are several troubles for students who tend to starting a business apply for business incubator, innovative business credit system is still imperfect. These problems are still outstanding, which causes students learn in the course teaching cannot be intuitive experienced and improved through effective practice.

2.3 Formalism in Innovation and Entrepreneurship Education Remains a Prominent Phenomenon

At present, the college students' innovative undertaking education, except for teaching, holding a quick and easy student activities, in addition , a part of the college students' are not strong in innovative entrepreneurial ideas, think entrepreneurship is again after graduation, makes some students innovative undertaking not to be understood when carries on the practice, greatly reduced the enthusiasm of the students' innovative undertaking, but also easily lead to innovative entrepreneurship education towards the “formal” and “one-sided”, can't really meet the college students' demands for innovation entrepreneurship.

3. The Value and Significance of Role-Playing Teaching in the Innovation and Entrepreneurship Education of College Students

Carrying out innovation and entrepreneurship education for college students, colleges and universities often fail to meet the practical needs of innovation and entrepreneurship practice learning due to the influence of factors such as teacher allocation, site facilities, learning hours allocation and credit replacement. In the traditional teaching process, teaching methods such as “infusing” and “cramming” tend to ignore students' self-learning cognition, which is more obvious in the innovation and entrepreneurship education. Therefore, it is particularly important to explore suitable teaching methods for innovation and entrepreneurship education. Role-playing teaching method can supplement and improve the teaching of innovation and entrepreneurship education in the critical period when the whole country vigorously cultivates innovative talents and achieves the strategic goal of national innovation-driven development, so as to promote and improve the teaching quality of innovation and entrepreneurship education.

3.1 Role-Playing Teaching Method is the Need of College Students' Practical Ability of Innovation and Entrepreneurship Education

At present, some colleges and universities have gradually formed a development mode with competition as the carrier in the innovation and entrepreneurship education for college students, focusing on various innovation and entrepreneurship competitions in the hope of boosting the development of innovation and entrepreneurship education. However, from the current situation, the performance of improving the practical ability of college students is still poor. "One of the important characteristics of innovation and entrepreneurship courses for college students is practicality. Meanwhile, one of the training objectives of application-oriented colleges is to cultivate application-oriented and practical talents with characteristics. Therefore, in the entrepreneurship education of college students, it is more important not only to cultivate students' basic theoretical knowledge, but also to train them to master entrepreneurial practical skills, so that they can better adapt to the society and move towards the future."^[4] as a result, college students' innovative entrepreneurship education in the teaching process, teachers should according to the course requirements, combining with the teaching goal, the use of role-playing teaching method in the teaching process set up the simulation situation, adopts the model of random grouping or game import group combination model for group, to encourage students to think independently, teamwork, through group discussion set corresponding role, causes the student to put yourself in the experience of the whole process of innovative undertaking and understand the requirements of innovative entrepreneurship skills, improve the students' innovative undertaking practical difficulties in the process of analysis and problem solving skills, So as to achieve a comprehensive and systematic understanding of innovation and entrepreneurship education.

3.2 Role-Playing Teaching Method is the Need of College Students' Innovation and Entrepreneurship Education and Teaching Reform

Role-playing teaching method is an important part of the situational teaching method, "compared with the traditional teaching methods, one of the important characters of role-playing teaching method to pay more attention to the subjectivity of students in the teaching process, this kind of teaching method can transfer a lot of knowledge and skills that cannot be acquired by direct teaching to students in an emotional way, to make it on the basis of the experience to better understand and master."^[5] College students' innovative undertaking education knowledge and skills required to take the student as the main body itself, in the teaching process is not in a simple visual convey to teach, but to pay more attention to student's personal real experience, thus through effective practice to promote students' innovative entrepreneurial knowledge and skills of learning and understanding, to achieve the goal of creative education. Role-playing teaching method provides students with more thinking space and performance opportunities, and encourages students to fully participate in the teaching process to acquire knowledge and skills. At present, this method has been recognized by many practical courses.

3.3 Role-Playing Teaching Method is the Need of Improving the Curriculum of Innovation and Entrepreneurship Education for College Students

College students' innovation and entrepreneurship education itself requires strong practicability and practicality. Different from the traditional basic theoretical courses, college students' innovation and entrepreneurship education pay more attention to the shaping and cultivation of students' practical ability. In college students' innovative undertaking education of the teaching process, the use of role-playing teaching method set up the simulation scene, to guide students by the simulation team to role-play, through the study of members in the group discussion, determine the project report and show, and by other simulation group question, communication and discussion, the final systematic summary of the whole teaching process by teachers, more in line with the requirements and features of college students' innovative entrepreneurial education, at the same time, it also can improve the students' practical ability, promote students to innovative undertaking the rational analysis and study of the knowledge and skills. At present, the curriculum system of innovation and

entrepreneurship education for college students is still not perfect. Exploring teaching methods suitable for innovation and entrepreneurship education for college students can effectively improve the ability of colleges and universities to carry out innovation and entrepreneurship education for college students and improve the quality of talent training.

4. The Application Research of Role-Playing Teaching Method in the Innovation and Entrepreneurship Teaching of College Students

Role-playing teaching method is different from other education teaching method, this method is higher requirements to the teachers engaged in creative education, on the one hand, it requires teachers to master the corresponding teaching skills, on the other hand, it requires teachers to have a stronger ability to “control”, “at the same time, in the process of teaching attaches great importance to the students' practical experience and the true feelings. “The application of role-playing teaching method is generally divided into three stages: preparation stage -- implementation stage -- summary and evaluation stage.”^[6]

4.1 The Preparatory Stage

The preparation stage is mainly to define role-playing projects and objectives according to the requirements of the course content, and to prepare the required materials for the course, including: teaching AIDS needed for teaching, learning AIDS used by students, props imported from games, props needed for setting the scene, etc. Before the beginning of innovation and entrepreneurship education, teachers should have clear teaching objectives and reasonably plan the process of teaching implementation. In the teaching process, teachers should pay attention to guide students to carry out the whole process of role-playing around the teaching objectives. Most of the knowledge and skills of innovation and entrepreneurship are derived from the practice of innovation and entrepreneurship. The knowledge and skills of innovation and entrepreneurship are formed through the refinement and summary of the practice process and results. At the same time, these knowledge and skills serve the practice of innovation and entrepreneurship. Therefore, teachers should actively collect college students' innovative undertaking in the typical cases, such as an example to emerge from college students in the figures, from the “Internet+”, “challenge cup” and other innovative entrepreneurship competition emerge in the typical cases, this kind of case of college students more or less have heard of, more likely to resonate with college students, so as to achieve the student to the knowledge and skills, visual experience and feelings, to motivate students understanding of innovative entrepreneurial knowledge and skills, can feel the experience of entrepreneurship all around us, not unattainable. In college students' innovative entrepreneurial education course, therefore, should pay more attention to when using role-playing teaching method from the real life looking for the typical case of innovative undertaking and has certain popularity, easy-to-read case, teachers by collating related cases, to refining, induction of innovative entrepreneurial knowledge, combined with the teaching goal, explain the cases, to improve college students' innovative entrepreneurial cognition, improve college students' interest in innovative entrepreneurial learning.

4.2 The Implementation Stage

The implementation stage is also the most important stage. First of all, the theme and goal of the chapter should be clarified, and the simulation scene should be set around the theme and goal. During the process, teachers should pay attention to guide the group to discuss and communicate around the project topic. At the same time, teachers also need to set the order of reporting, the order of teaching site, and the creation of classroom atmosphere. In teaching implementation stage, students generally in accordance with the “group discussion - forming results - representatives report (or group report)” to show the form of group report, by the group according to the concrete problem report before reporting to select a representative or the team leader who is going to be a host to give a presentation, in the process of group discussion, the teacher randomly to participate in the discussion of each group, or attending, or directly involved in the group discussion, guide each group accurately understand the project requirements, at the same time set the reward mechanism,

arouse the students' interest in participating in teaching and competition. In order to win the honor of the group, students will generally learn the knowledge and skills related to innovation and entrepreneurship in advance. At the same time, the reporting and communication between groups will also deepen students' understanding and consolidation of knowledge from multiple perspectives and directions.

In the process of teaching, each team can communicate with each other, but also can cooperate with each other, meanwhile the relationship among each team is competitive. When one of the teams gives the presentation, the identities of other teams will become a “audience”, in addition to listen carefully to the report about the show of team, also want to actively looking for the other side of the “flaw”, seize the key factors, constantly explore new ways. According to the requirements of knowledge points, each group will not display in accordance with the set plot, but will add their understanding and packaging of the project. In this kind of performance presentation and report, there are often multiple solutions for the same project content, enriching the “internalization” of innovation and entrepreneurship education for college students.

4.3 Summary and Evaluation

In the last part of the implementation stage, teachers must pay attention to the summary and evaluation stage. At the end of the teaching, teachers often invest more in the implementation link, teaching time is not well controlled, which leading to the failure of students to form a clear understanding and context after the “busy”. In fact, after the completion of the teaching implementation stage, the teaching process is not completely completed. Before the end of the course, the teacher should organize all the students to make an overall comb of the course content and course objectives, help the students clarify the focus of contradictions and problems, and fully discuss the solutions, so as to promote the systematic learning of students. In the course of discussion, teachers should also analyze and summarize the performance of each group in the course, and the definition and difference of problems between different groups. A detailed and in-depth discussion of the course content can not only help students improve their analytical ability of innovation and entrepreneurship goals, but also enhance their judgment ability. At the end of the overall discussion, teachers should review and summarize the whole process of teaching, point out the shortcomings in the process, and remind students to pay attention to avoid repetition.

5. Conclusion

To sum up, as one of the commonly used teaching methods in practical courses, role-playing teaching method has certain operability in the innovation and entrepreneurship education teaching of college students. Through students' demonstration of innovation and entrepreneurship projects, students can have a more intuitive understanding of each link of innovation and entrepreneurship, understand the industry requirements, and the knowledge and skills needed for innovation and entrepreneurship. Role-playing teaching method is not widely applied in practical courses of innovation and entrepreneurship education in colleges and universities in China. The practical application of this method requires teachers to have strong “field control ability”, including the ability to combine theory with practice, comprehensive teaching skills and the ability to skillfully control the classroom. Therefore, teachers in charge of innovation and entrepreneurship education should keep pace with The Times, strengthen learning, and constantly improve themselves, so as to better apply role-playing teaching method to promote the development of innovation and entrepreneurship education and improve the quality of education.

Of course, the use of role-playing teaching method in college students' innovative entrepreneurial education process also has some need to pay attention to, such as: role-playing teaching method in the teaching process to consider how to carry out “group” effectively, suggest that the number of each group of the best control in six to eight people, can set up multiple groups, facilitate into competition in the classroom teaching mode, stimulate students' interest in learning and motivation.

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