

Research on individualized entrepreneurship education in colleges and universities

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Keywords: personalization; entrepreneurship education; practice;

Abstract: China's personalized entrepreneurship education has accumulated a certain amount of experience after development, but compared with the needs of China's entrepreneurship education, the development of individualized entrepreneurship education in colleges and universities is obviously lagging behind. Through the research on the status quo of individualized entrepreneurship education in colleges and universities and the problems existing in the practice of personalized entrepreneurship education, this paper proposes the implementation of individualized entrepreneurship education in colleges and universities.

1. Introduction

The Medium and Long-Term Youth Development Plan (2016-2025), issued by the Central Committee of the Communist Party of China and the State Council in April 2017, proposes that "the establishment of a sound innovation and entrepreneurship education system integrating teaching and practice", the current entrepreneurial education has already shown a certain degree of prosperity is glorious. Entrepreneurial education seems to impress people the most is to "set up an institution, participate in several lectures, complete various competitions, and get some credits." With the society's understanding and emphasis on innovation and entrepreneurship, innovation and entrepreneurship education is becoming a certain degree. Improve the personal quality of students and promote the overall development of students. The function of individualized entrepreneurship education in colleges and universities to cultivate students' innovative consciousness and practical ability with personal attributes has become the core issue affecting the quality of innovation and entrepreneurship education in China.

2. Research status of individualized entrepreneurship education in colleges and universities

One of the purposes of college students receiving entrepreneurship education is to maximize the internal innovation and entrepreneurial energy of college students through the process of education. Compared with the "broad spectrum" entrepreneurship education, personalized entrepreneurship education is a new concept of entrepreneurship education. "Broad-spectrum" entrepreneurship education pays insufficient attention to the existence of personality, personality needs and personality development, and it is difficult to promote the function of individual perfection and comprehensive development. Personalized entrepreneurship education in colleges and universities refers to the integration of innovation and entrepreneurship awareness into the classroom of professional knowledge transfer, perfecting the existing compulsory and elective courses of entrepreneurship, and formulating an entrepreneurship education outline for students' individualized needs and background knowledge reserves. Students conduct targeted entrepreneurial personality training and business management skills training. The content of personalized entrepreneurship education is "to cultivate individuals with pioneering spirit and adventurous spirit, so that their entrepreneurial ability, independent work ability and technical, social and management skills are greatly improved." The extension of personalized entrepreneurship education is "entrepreneurial personality" Training and business management skills training." Specifically includes the transfer of

basic knowledge of business and business, the formation of entrepreneurial teams, the cultivation of entrepreneurial practice, and the cultivation of entrepreneurship. The emergence of individualized entrepreneurship education in colleges and universities has its historical origins and social needs. It reflects the students' desire for entrepreneurial knowledge. Identifying and discovering the individualized needs of students is the premise of personalized entrepreneurship education. Establishing a suitable personalized entrepreneurship education system is the foundation for individualized entrepreneurship education. The exploration of new educational methods and the application of information technology are the realization of personalized entrepreneurship education corporations. Basic conditions.

At present, the research on personalized entrepreneurship education is on the rise. From 2002 to October 10, 2017, China Knowledge Network has included 231 articles on personalized entrepreneurship education. The research is relatively concentrated. In 2016, 56 papers were published, and in 2017, 30 papers were published. Among them, 101 articles on the practice of personalized entrepreneurship education. Through comparative research, it is known that the research on individualized entrepreneurship education and its practical articles show an upward trend. Carrying out individualized entrepreneurship education in colleges and universities is a key way to deepen the reform of education supply side and cultivate college students' entrepreneurial awareness and entrepreneurial ability. It is also an important measure to implement employment-driven employment and promote the full employment of college graduates.

Individualized entrepreneurship education in colleges and universities in China is in a critical period from quantitative change to qualitative change. With the popularization of entrepreneurship education, the student group has the characteristics of diversification, and the students' hobbies, learning abilities and learning purposes are increasingly different. At the same time, the environmental atmosphere, information means and curriculum system of entrepreneurship education make "individualized education" possible. How to adapt to the needs of entrepreneurship education of different student groups, to achieve the goal of individualized training is the breakthrough of individualized entrepreneurship education practice in colleges and universities. Understanding the students' demands is the key to individualized entrepreneurship education practice.

This study analyzes students' satisfaction with specific teaching methods, theoretical courses, practical training options and dissatisfaction influences to determine the sensitivity of the students to the changes in the content of these projects, and then determine the interview. Teaching methods, theoretical courses and practical training methods with high object sensitivity. Through the investigation and discovery, when constructing the individualized entrepreneurship theory course for college students, the first thing that should be satisfied is the basic needs of students. These basic needs are the basic functions that individualized entrepreneurship education should have in colleges and universities. The second is to try to meet the students' expectations. This is a competitive factor in individualized entrepreneurship education in colleges and universities, and strengthen students' good impression of individualized entrepreneurship education in colleges and universities. The third is to strive to achieve the exciting needs of students, and to establish the most loyal follow-up group for individualized entrepreneurship education in colleges and universities. Of course, it is also necessary to reduce the investment in the optional needs to save limited educational resources to ensure the realization of other types of needs.

3. Problems in the practice of personalized entrepreneurship education

Individualized entrepreneurship education in colleges and universities requires educators to fully understand and study the demands of educated people, and to develop courses and educational methods with the personal attributes of students. Practice is the key factor and important measure for assessing the quality of individualized entrepreneurship education. However, through the above investigation and research, it is known that there are some problems in the process of individualized entrepreneurship education in the process from theoretical curriculum design to practical training and teaching methods.

3.1 Theoretical course is not reasonable

The teaching of theoretical courses is the most basic form of education, and the development of theoretical courses is the core of personalized entrepreneurship education. The individualized innovation and entrepreneurship course of colleges and universities is the carrier of college students to learn and master the knowledge of innovation and entrepreneurship according to their own development needs, which helps to enrich the knowledge structure of college students. According to the survey, there are irrational phenomena in the setting and development of individualized entrepreneurship education theory courses in colleges and universities. In terms of curriculum, the individualized entrepreneurship curriculum system in colleges and universities is not perfect. The development of innovation and entrepreneurship education is a key factor in the transformation and development of colleges and universities, but the development of individualized entrepreneurship education courses in colleges and universities is still in its infancy. The college individualized entrepreneurship theory course is a complete system, including the guidance of innovation and entrepreneurship, basic knowledge of business and business, team building, core competence building, entrepreneurship practice, and writing. Although the entrepreneurial courses of each university have different focuses, most of the institutions offer entrepreneurial courses mainly based on business and business basic knowledge, including business management, business decision-making and other management and social investigation, business planning, writing and other entrepreneurship. Practical courses; In addition, in order to solve the problem of better employment for the students, they will also carry out vocational planning, mental health and career development courses; team building, entrepreneurial core competence training courses to be developed, colleges and universities individualized education theory course system still imperfect. In the development of individualized entrepreneurship courses in colleges and universities, it is not sensitive to student appeals. The development of personalized entrepreneurship courses in colleges and universities is to meet the new requirements of students for innovation and entrepreneurship knowledge, improve the structure of entrepreneurship education courses, and enhance the basic work of people's "double innovation" level. It is also the embodiment of the vitality and competitiveness of innovation and entrepreneurship education in colleges and universities. In the development of new courses, developers need to list a series of course attributes and functions to meet the students' demands. Course developers usually only conduct simple statistics and large-scale research, and lack of basic needs for students. The refined study of expected demand and excitatory demand, and finally the new lesson developed by the great efforts is the entrepreneurial general education class.

3.2 Practice training is not perfect

Practical training is an inevitable need to consolidate theoretical learning outcomes, test academic performance, and is an important part of a complete educational closed loop. Practice training has become a bottleneck affecting the development of personalized entrepreneurship education. Systematic hands-on training includes entrepreneurship lectures, entrepreneurial drills, entrepreneurial competitions, and entrepreneurial practices. However, the practical training of individualized entrepreneurship education in colleges and universities cannot keep up with the development needs of entrepreneurship education. The idealized entrepreneurial project to promote entrepreneurship learning practice training has too high requirements for the college's software and hardware. On the one hand, the college does not have enough funds to undertake project incubation. On the other hand, the number of teachers who can bring entrepreneurial projects is limited; the entrepreneurial competition has become the cheapest and most easy-to-achieve entrepreneurial practice. Relying on the entrepreneurial competition has formed an educational model to promote learning. The Entrepreneurship Competition tests the theoretical learning ability. The various problems encountered in the competition are presupposed. In the actual entrepreneurial process, various problems may be encountered, and the complexity and difficulty are unpredictable. of. The Entrepreneurship Competition cannot give students real entrepreneurial training. In addition, entrepreneurship education based on job practice is the shortcoming of the current personalized

entrepreneurship education. The post-enterprise practice model that can integrate entrepreneurship education into professional curriculum education and meet the needs of different types of students needs to be established.

3.3 Teaching methods are not featured

The teaching method of individualized entrepreneurship education in colleges is both art and science. The entrepreneurial education method can be divided into active teaching method and passive teaching method according to the subjective initiative of students in the teaching process. The research proves that students' active participation is the main thing, and the teacher-student interactive teaching method can better cultivate students' entrepreneurial quality. Finding a teaching method suitable for the target audience, the effect of entrepreneurship education can be manifested. "The satisfaction of entrepreneurship education teaching method can significantly positively affect entrepreneurial behavior, that is, the higher the satisfaction of students in the teaching method of entrepreneurship education, the more active their entrepreneurial behavior. "Case teaching, multimedia seminar teaching, practice simulation, and seminar teaching methods all advocate from the perspective of learning, based on future jobs, so that students can apply what they have learned and learn in the "project." However, they have their own characteristics. They must be treated differently in the same class, in order to play the role of individualized entrepreneurship education in colleges and universities. The survey found that less than 17.6% of the teachers were taught in project-oriented teaching.

4. Ways to implement individualized entrepreneurship education in colleges and universities

4.1 Constructing a Reasonable College Individualized Entrepreneurship Theory Course

To realize personalized entrepreneurship education, it is necessary to fully consider the individualized needs of students, class, class and practice according to group characteristics, and finally achieve the educational goals of improving students' individual innovation and entrepreneurship and promoting students' all-round development. Reform entrepreneurship theory courses, reduce compulsory courses, and increase elective courses. Compulsory courses are the product of "broad spectrum" entrepreneurship education and have the necessity of its existence. When it is necessary to popularize the basics of entrepreneurship education among the students, it is efficient to carry out classes in the form of compulsory courses, and the cost is relatively small. On the other hand, the timely study of compulsory courses can enable students to have the most basic entrepreneurial knowledge reserve. To cultivate students' awareness of innovation and entrepreneurship. However, in the personalized entrepreneurship education system, the number of compulsory courses and the difficulty of the course need to be appropriately reduced. In order to make all students learn to learn, there is more time and energy to choose the course that suits their individuality. .

4.2 Building a multi-dimensional integrated entrepreneurial practice system

Multi-dimensional integrated entrepreneurial practice system In the existing practical courses of colleges and universities, the frequency of use is higher, entrepreneurial competition, entrepreneurship lectures, entrepreneurial drills and entrepreneurial post practice groups to build a business practice system from shallow to deep, from easy to difficult, here In the system, the professional curriculum teaching activities, social survey practice activities, post-training internships, training activities, research and analysis activities and entrepreneurial experiment activities are combined to form a closed-loop entrepreneurial experience training. Achieving a multi-dimensional integrated entrepreneurial practice system requires a combination of schools and enterprises to build an open, interactive and diverse platform. First, when studying professional courses, organize students to participate in social surveys and corporate visits, understand social needs and industry chains, and improve theoretical cognitive ability. Secondly, in the practice of internship training activities to adjust the traditional "sports to promote teaching" practice strategy,

after a period of theoretical study to guide students to practice in the post, practice in entrepreneurial drills, experience enterprise management and corporate culture, improve management innovation Entrepreneurial ability; re-starting seminars can carry out special lectures, lectures by industry participants, deepen the entrepreneurial experience of college students, or use interviews to reach out to successful entrepreneurs and enhance entrepreneurial passion.

4.3 Creating a Characteristic Entrepreneurship Education Teaching Method

The teaching method is the means of individualized entrepreneurship education, and finds a teaching method suitable for the target audience. The expected goal of entrepreneurship education can be realized. First of all, innovative teaching methods to create a personalized learning experience. The application of modern information technology in education will profoundly change the means of entrepreneurship education. The realization of "Internet +" manufacturing, the production and management of enterprises are changing. Applying modern information technology to the field of entrepreneurship education can break the limitations of time and space and expand the methods and methods of teaching and learning. Colleges and universities explore and build an entrepreneurial education platform based on "two micro-ends", and use the emerging carriers to supplement the shortcomings of traditional teaching methods to create a personalized learning experience for students. Secondly, we will innovate teaching methods and expand the concept of entrepreneurship education. Entrepreneurial education is a highly practical discipline. Colleges and universities should expand their educational concepts. In the innovation and entrepreneurship curriculum, one of them is to actively carry out project-based teaching, comprehensive inspiration, discussion, and inquiry, based on future jobs, so that students can learn. In order to use, in the "learning in the project", students can explore the content under the guidance of entrepreneurial tutors, training instructors, etc., find problems, analyze problems, and solve problems in practice. The second is to explore the establishment of a system of accumulation and transformation of credits for innovation and entrepreneurship. Students are required to complete certain credits for innovation and entrepreneurship education while they are in school. Students can apply for credits in discipline competition, research training, entrepreneurship training and practice. Theoretical courses and practical course credits.

5. Summary

Entrepreneurship education in Chinese universities has been popularized. However, in the actual development process, it is found that popular entrepreneurship education can no longer meet the needs of college students, but it is necessary to propose individualized entrepreneurship education. How to carry out individualized entrepreneurship education in colleges and universities has become the current entrepreneurship education in colleges and universities. An important topic of research. Due to my limited time experience, there are still many problems in this study, and I hope that the research can be further improved.

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