

# Research on Building a Five-in-One Entrepreneurship Education System for College Students in the Context of Double Creation

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**Abstract:** With the rapid development of higher education in China, the employment of college students has become a focal point for colleges and universities. The employment of college students is not only related to the national economic development and social stability, but also to the healthy, coordinated and sustainable development of higher education. The new situation of social and economic development has brought new challenges and opportunities for college students' employment. Under the background of "mass innovation and entrepreneurship", more and more college graduates choose to start their own business to realize their life ideals and values. This paper analyzes the focus of entrepreneurship education for college students under the background of double creation and builds a "five-in-one" education system from the five aspects of education concept, education content, education method, education platform and education practice of entrepreneurship education in colleges and universities, with a view to providing references for entrepreneurship education in colleges and universities.

**Keywords:** University students; Entrepreneurship education Five-in-One.

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## 1. Introduction

College students are an important force in the development of society, the most valuable asset of the country, and play an important role in the country's economic development. Employment is the choice of most college students upon graduation, and it is also one of the goals of cultivating talents in higher education. From a small aspect, the employment of college students is related to the happiness of families; from a large aspect, the employment of college students involves the fundamental interests of the people and affects social stability. In recent years, the employment situation of college students has been very serious, as one of the measures to cope with the situation, the state put forward the slogan of "mass innovation, mass entrepreneurship" in 2014, and included it in the government report [1]. Entrepreneurship can not only expand employment and increase the income of graduates, but also help college students to better realize the spiritual pursuit and their own value in the new economic situation. How to carry out entrepreneurship education in colleges and universities in the context of "mass innovation and entrepreneurship" is the basis for solving the employment problem of college students.

## 2. Analysis

### 2.1. The Importance of Entrepreneurship Education in Colleges and Universities in the Context of Double Creation

With the expansion of colleges and universities, the number of college graduates has multiplied, resulting in the social talent market supply exceeding demand. In February 2017, the Ministry of Human Resources and Social Security announced that there will be 7.95 million college graduates this year, an increase of 300,000 compared to last year, which signals that the employment situation of college students in 2017 will be even more severe [2]. In addition, there is

"discrimination" in the job market, such as ethnic minority graduates, graduates with disabilities and female graduates are more difficult to employ. In addition, the employment ability of college students cannot meet the expectations of enterprises, employers want college students to have practical work experience, so more and more employers prefer social recruitment or experience as one of the conditions of employment, resulting in a further reduction in the employment opportunities of graduates. Under such a severe employment situation, entrepreneurship is the trend of reform and development of colleges and universities. Innovation and entrepreneurship is the source power of national prosperity and the root of building an innovative country. Cultivating college students' entrepreneurial ability can not only ease the employment pressure of college graduates and help college students realize their own value, but also effectively promote the construction of an innovative country and better connect with international education [3]. Therefore, cultivating college students' entrepreneurial ability is not only one of the important contents of the education reform of colleges and universities, but also an indispensable part of the education reform and development under the background of "Double Creation".

### 2.2. The Current Situation of College Students' Entrepreneurship Education under the Background of Double Creation

Since entrepreneurship education was first introduced in the United States in the 1940s, it has been adopted by many countries and integrated into their education as part of their new economic strategies. Entrepreneurship education in China began in the late 1990s, initially in the form of entrepreneurship competitions for college students on university campuses. The history of entrepreneurship education in China is relatively short and it is still an emerging field in the country. Although some achievements have been made in trying this new educational concept, some problems

have also been exposed [4]. First of all, although some key institutions have begun to pay attention to entrepreneurship education for college students, the "randomness" of entrepreneurship education for college students is common in many colleges and universities. Entrepreneurship education is often an independent course, not integrated into the content of other disciplines, and there is no differentiated course for different levels of students, and the entrepreneurship course is mainly an elective course at this stage. Secondly, there is a lack of specialized entrepreneurship education research departments in our universities, and in most cases, entrepreneurship education activities are only the responsibility of some student affairs departments; there are no related full-time teachers, mostly part-time teachers majoring in economics or business administration, and these teachers have not undergone professional training in the field of entrepreneurship education [5]. Finally, entrepreneurship education in China is mainly funded by the government and lacks financial support from other sources, and the lack of development funds for entrepreneurship education in China has been identified as a major obstacle at present. In the United States, on the other hand, entrepreneurship education is not only supported by the government, but also by various parties from the society, such as successful entrepreneurs, foundations, etc. Moreover, many universities have set up entrepreneurship centers and organized entrepreneurship by professors on the job.

### **3. Building A "Five-in-one" Entrepreneurship Education System in Colleges and Universities**

#### **3.1. Building an entrepreneurship education system**

Colleges and universities need to take full advantage of Bloom's educational theory to scientifically interpret the connotation of entrepreneurship education system for the direction of professional development. Generally speaking, the development goals of entrepreneurship education system include: skills, level, emotion and practical ability. Based on the development direction of professional courses, scientific positioning of entrepreneurship connotation, skills, development characteristics and practical ability, so that students can have stronger entrepreneurial ability with the help of professional cultural courses and practical operation. In order to effectively carry out entrepreneurship education for college students, we should take entrepreneurship development as the premise and build a practical entrepreneurship education system. First, focus on the development of entrepreneurial awareness course resources; second, focus on capital marketing, e-logistics as the core, learning market competition, accurate judgment of market competition, etc.; third, strengthen students' entrepreneurial ability and comprehensive literacy, starting from the entrepreneurial process, focusing on the development of resources, combined with the learning of effective marketing strategies, to cultivate the students' ability to adapt to changes; fourth, focus on entrepreneurial training, to provide a variety of entrepreneurial opportunities, and encourage students to form their own teams. Fourthly, focusing on practical entrepreneurship training, providing students with a variety of entrepreneurial opportunities, encouraging students to form their own teams, accumulating practical skills, and cultivating

students' working awareness of crisis management. At the same time, universities should also strive for more financial subsidies to provide students with financial and technical assistance.

#### **3.2. Enrichment of educational content**

In the next few years, the number of university graduates in China will continue to rise, and the job market will be difficult to absorb such a large employment army in a short time. In this case, the simple content of entrepreneurship education in the past can no longer meet the needs of students, and the content of entrepreneurship education should be adjusted with the times. First of all, to enrich and innovate the content of education as an entry point, to create a quality learning environment for students, encourage students to give full play to their own talents to innovate learning methods, and help students master more professional theoretical knowledge. Secondly, to carry out interdisciplinary, synchronous development, comprehensive courses, to facilitate better adaptation to the learning needs of students of different majors in the institution, to promote the organic integration of course knowledge, to help students build a more rigorous knowledge system, to lay a solid material foundation for entrepreneurial practice in the future. Science majors need to appropriately increase the content of humanities, law, market management, etc., while liberal arts majors need to increase the content of science, information technology, etc.. At the same time, marketing, tax law, management and other knowledge into the entrepreneurship education system, invariably cultivate students' entrepreneurial awareness. Finally, college teachers need to regularly carry out a series of online lectures to enrich the content of entrepreneurship education, broaden students' horizons and thinking, and cultivate students' entrepreneurial awareness, entrepreneurial ability and comprehensive quality.

#### **3.3. Innovative approaches to education**

First of all, based on the background of the era of the Internet, colleges and universities should make full use of the Internet to implement entrepreneurship education, such as the establishment of entrepreneurship guidance website, microblogging, weibo, micro letter or the establishment of APP and other multi-channel and multi-methods to carry out entrepreneurship education.

Secondly, the advantages of social education resources are utilized to strengthen students' entrepreneurial awareness. Regular education seminars are held and various forms of practical activities of entrepreneurship education are carried out to make students realize the interest and importance of entrepreneurship education and stimulate their entrepreneurial desire.

Again, for all majors on campus, establish C-B-A pyramid innovation and entrepreneurship education system, combining theoretical education and professional skills education to stimulate students' interest in learning. It focuses on explaining the professional knowledge learned in entrepreneurship, articulating market resources, and positioning the direction of students' professional development. Based on the C-B-A three-phase course structure, it takes a layer-by-layer approach to deepen entrepreneurship education, supplementing the required resources while enhancing students' entrepreneurial ability.

Finally, regular entrepreneurial knowledge popularization activities are carried out, off-campus practice bases are

constructed, thematic entrepreneurial activities are taken as the core, students are encouraged to actively participate in entrepreneurial knowledge competitions, and certain rewards are awarded to the winning students, so as to encourage them to participate in entrepreneurial education activities more actively. Through effective participation in entrepreneurship training activities, combined with the learning guidance of experts and teachers, a hierarchical structure of entrepreneurship education and research training is formed, providing a high-quality platform for students to realize their potential.

### 3.4. Optimization of educational curricula

University is a key period for cultivating entrepreneurial consciousness, and reasonable entrepreneurship education curriculum planning can not only accelerate the accumulation of entrepreneurial knowledge, but also effectively promote the rapid absorption of entrepreneurial knowledge concepts by college students. Therefore, if we want to efficiently build a "five-in-one" entrepreneurship education system for college students, we must optimize the education curriculum, which can be started from the following aspects.

Firstly, optimize the curriculum of entrepreneurship education, adhere to the education concept of "learning in class" of theoretical knowledge, advocate independent and problematic learning, and build a chain-type and boost-type innovation and entrepreneurship theory and practice course system.

Secondly, tapping the resources of teachers from both inside and outside the university, combining the characteristics of students of different grades and majors, we offer innovation and entrepreneurship education courses such as "Interactive Learning Demonstration Classes", and carry out creative training, innovation and entrepreneurship theoretical lectures, and innovation and entrepreneurship education and practice classroom activities.

Finally, we make use of various information media on campus to publicize the value of entrepreneurship education, set up a special curriculum resource development team, and offer courses that meet the learning needs of students according to their actual situation. Give full play to the role of role models and utilize the success stories that students are familiar with to attract their attention. According to the characteristics of our school, combine with the existing education curriculum framework, delete useless courses, increase professional knowledge courses as much as possible, synchronize theoretical and practical education, and fundamentally realize the goal of optimizing education curriculum.

### 3.5. Promotion of practical education

First, universities should expand the entrepreneurial experience model and lower the threshold for students to experience entrepreneurship, so that they can put their ideas into practice. By inviting business mentors for consultation, centralized training and developing a competitive system, creating a simulation environment where every link becomes a simulation of business practice, students can experience entrepreneurship, find business projects, conduct market analysis and product improvement, expand sales channels, and implement financial regulation.

Next, students take the initiative to find investors, media, government, and other social resources and try to convince

resource owners to support the project. In this part, students gain much more than lectures of generalized knowledge and some idealized solutions. When some emergencies occur, students need to use the knowledge to solve the problem, invariably enhance the students' ability to improvise and solve problems, the problem-solving skills accumulated in practice will benefit students for life.

Again, the experiential education model is an advanced model, the evaluation standard should be the real results recognized by the society. This requires teachers to change their educational thinking in time and fully realize the students' main position when applying this educational model. Based on the actual performance of students, combined with social evaluation standards to guide students, so as to effectively carry out this special education.

Finally, colleges and universities can invite industry experts to provide counseling for students, so that students can directly gain practical experience in entrepreneurship in the process of participating in activities.

## 4. Conclusion

"Notice of the Ministry of Education on Doing a Good Job in Employment and Entrepreneurship of College Graduates in 2017" points out that colleges and universities should strengthen innovation and entrepreneurship education as well as independent entrepreneurship, accelerate the pace of innovation reform and entrepreneurship education, implement preferential policies, strengthen the construction of innovation and entrepreneurship website, increase investment, and constantly improve the level of innovation and entrepreneurship services. Therefore, in the new economic background, facing the new opportunities and challenges of college students' entrepreneurship, colleges and universities should improve the education system, guide students to learn various flexible forms of entrepreneurship through a variety of methods, and improve their entrepreneurial ability. At the same time, students are encouraged to mobilize their own initiative and entrepreneurial enthusiasm according to their own interests and abilities to realize their life ideals and show the value of their lives, so as to effectively solve the employment difficulties of this era.

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