

Research on the Quality Assurance Mechanism of Entrepreneurship Education in Application Oriented Universities

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ABSTRACT. *As a new educational concept and mode, entrepreneurship education plays an active role in cultivating college students' entrepreneurial awareness, entrepreneurship and entrepreneurial ability. Entrepreneurship education is increasingly valued by colleges and universities and supported by government departments, and corresponding quality assurance system has been constructed. However, there are still some defects and deficiencies in the practice of entrepreneurship education, which can not give full play to the role of entrepreneurship education. In order to improve the quality of entrepreneurship education in application-oriented universities, we can make clear the target system, optimize the education mode, improve the teaching staff, construct the evaluation system and improve the guarantee mechanism.*

KEYWORDS: *Applied undergraduate colleges, Entrepreneurship education, Quality assurance mechanism*

1. Introduction

The advent of the era of knowledge-based economy and the continuous development of the entrepreneurial economy have become a global consensus to promote entrepreneurship education in colleges and universities [1]. As a brand-new educational concept and model, entrepreneurship education can better comply with the development requirements of the times and further promote the reform and innovation of higher education in China [2]. As the promoter of local regional economic and social development, applied undergraduate colleges should pay attention to the training of professional and technical personnel to meet the needs of the regional market, and on the other hand, we should pay more attention to the cultivation of talents' innovative and entrepreneurial ability. In the reform of entrepreneurship education and teaching, applied undergraduate colleges have also achieved remarkable results, but there are still many problems, far from meeting the needs of practical development [3].

2. The Necessity of Establishing and Perfecting the Guarantee Mechanism for the Quality of Entrepreneurship Education in Applied Undergraduate Colleges

The quality assurance of entrepreneurship education is a part of the quality assurance of higher education, and it is also an important research topic in the field of entrepreneurship education in Colleges and universities. As a weak part in the theoretical research of entrepreneurship education in Colleges and universities, this paper makes an in-depth study on the quality assurance mechanism of entrepreneurship education in application-oriented universities. It not only provides a new perspective for the research of higher education quality assurance, but also enriches the theoretical research of higher education quality assurance to a certain extent.

First of all, the establishment of a sound quality assurance mechanism for entrepreneurship education is an important link and a necessary way to deepen the reform of education and teaching, a useful exploration to promote the modernization of education and the informationization of education, and help to improve the effectiveness and effectiveness of entrepreneurship education in applied undergraduate colleges.

Secondly, the establishment of a sound quality assurance mechanism for the quality of entrepreneurship is conducive to promoting the "public innovation, entrepreneurship" double wave of innovation. As the pioneer of the times, college students bear the historical mission of the rich countries and the strong people, strengthen the quality assurance mechanism of entrepreneurship education, improve the level of innovation and entrepreneurship of college students, and also realize the fundamental guarantee of entrepreneurship-driven employment.

Finally, the establishment and improvement of the quality assurance mechanism of entrepreneurship education is conducive to improving the quality of teaching in entrepreneurship education. The quality of entrepreneurship education in applied undergraduate colleges determines whether we can really cultivate the highly skilled people with innovative spirit, entrepreneurial consciousness and entrepreneurial ability.

3. Problems in the Quality Assurance Mechanism of Entrepreneurship Education in Applied Undergraduate Colleges

3.1 Awareness of Entrepreneurship Education

Entrepreneurial education is called the “third passport of education”, which has the same important status as academic education and vocational education. In our country, the start of entrepreneurship education in colleges and universities is relatively late, and the lack of understanding of the goal of entrepreneurship education leads to the defects in the understanding of entrepreneurship education. The entrepreneurship education link of colleges and universities, whether it is leaders or teachers, has not been able to form a profound and rational understanding of entrepreneurship education, and the understanding of the goal of entrepreneurship education has naturally deviated. On the one hand, entrepreneurship education is simply understood as the cultivation of the entrepreneurial ability of college students, and itself presents a utilitarian tendency of error. In fact, although entrepreneurship education emphasizes cultivating students' entrepreneurial ability, it is more reflected in the cultivation of entrepreneurship consciousness and entrepreneurship, on the other hand, entrepreneurship education is regarded as vocational education, reflecting the value orientation of vocationalism, many college students will promote employment as the main goal of entrepreneurship education, which will obviously have a negative impact on the smooth development of entrepreneurship practice.

3.2 Entrepreneurship Education Model

The entrepreneurship education in application-oriented universities mainly embodies the following three problems: first, the curriculum is not properly set up, including the limited number of courses, the lack of full coverage, the poor effect of entrepreneurship practice courses, the expected goals can not be achieved smoothly, and the curriculum model is too single, lack of integration with professional courses. Second, the teaching methods are outdated and lack of pertinence and effectiveness. According to the survey, more than half of the students think that the traditional classroom teaching mode is adopted by teachers in entrepreneurship education. Although some pilot colleges have adopted the teaching methods such as case teaching and group discussion, they still give priority to classroom teaching, and students' initiative can not be well played. Third, the development of teaching materials is backward. Compared with developed countries, entrepreneurship education in China's colleges and universities has a short time to carry out, the relevant theoretical research is weak, and the development of teaching materials is seriously lagging behind, which can not meet the students' demand for entrepreneurial theory knowledge learning.

3.3 Weak Teachers in Entrepreneurship Education

High-quality teachers are one of the core guarantees to further promote entrepreneurship education in colleges and universities. With the development of entrepreneurship education, it is difficult to meet the needs of entrepreneurship education in terms of quantity or quality. Applied undergraduate colleges and universities are no exception. First of all, the structure of the teachers is unreasonable, the lack of full-time teachers of entrepreneurship education, part-time education-oriented, most teachers themselves have not through the system of entrepreneurship education, did not form a system of professional knowledge of entrepreneurship education, lack of practical experience of entrepreneurship, teaching is difficult to achieve theoretical contact with reality, teaching effect is difficult to ensure. Secondly, the teacher training system is not perfect. Although many colleges and universities recognize the importance of teacher training, they do not provide more training opportunities for teachers, and the number of teachers who can be selected for out-of-school training is very limited.

3.4 The Evaluation System for Entrepreneurship Education is Not Sound

At present, the applied undergraduate colleges pay insufficient attention to the evaluation of the quality of entrepreneurship education. There is no perfect evaluation index system for the quality of entrepreneurship

education, and in the annual teaching quality report, the relevant situation of entrepreneurship education is not regarded as the key content.

3.5 Inadequate Entrepreneurship Education Security System

Perfect quality assurance mechanism is the key to ensure the quality of entrepreneurship education, and at this stage, applied undergraduate colleges and universities in entrepreneurship education have not formed a sound entrepreneurship education quality service guarantee system, specifically: First, the lack of professional entrepreneurship guidance service center, which can not systematically and comprehensively do a good job of entrepreneurship education publicity and guidance work, for students in the process of entrepreneurship problems, can not be timely and effective guidance. Second, the lack of practical platform, can not play the role of application. Entrepreneurial education itself is different from general educational and teaching activities, it has innovative and practical characteristics, and needs universities to provide a corresponding platform to ensure that teachers and students can carry out the development and practice of entrepreneurship projects. Third, the information service of entrepreneurship education is insufficient. Many college undergraduate network service platform construction is not enough, can not achieve the national university students entrepreneurship service network effective connection, can not provide students with reliable online information services, the role of the main position of college entrepreneurship has not played out.

4. Countermeasures for the Construction of the Quality Guarantee Mechanism for the Quality of Entrepreneurship Education in Applied Undergraduate Colleges

4.1 Defining the Target System for Entrepreneurship Education

The entrepreneurship education is integrated into the training programs of various professionals, and clear training objectives are put forward. It is divided into three different levels: First, it cultivates the entrepreneurial spirit and entrepreneurial ability of college students, encourages them to think independently and cooperate with the practical teaching model, so as to ensure that they can better adapt to the requirements of rapid economic and social development. The second is to enhance the employment and entrepreneurial ability of college students, so that college students can achieve smooth employment and entrepreneurship in the increasingly fierce market competition. The third is to train the comprehensive quality of college students. In fact, entrepreneurship education in colleges and universities can be a form of deepening the implementation of the concept of quality education, which belongs to comprehensive quality education, which aims to realize the full self-worth in the future work by cultivating the students' entrepreneurial consciousness and entrepreneurial ability. Based on this, we must first clarify the orientation of entrepreneurship education goals, take the training goal as the basis, set up a targeted curriculum system and quality evaluation standards, and build a perfect mechanism for the training of entrepreneurship education.

4.2 Optimizing Entrepreneurship Education Model

The first is to build a reasonable curriculum system. The rationality of curriculum will have a direct impact on the quality of entrepreneurship education. Applied undergraduate colleges and universities should speed up the reform of the entrepreneurship education curriculum system, in accordance with the school's own school orientation and professional personnel training specifications, for all students to develop more and better-quality entrepreneurship basic courses, entrepreneurship guidance courses, so that all students can contact and understand entrepreneurship education. At the same time, reasonable set up entrepreneurship education practice courses. The entrepreneurship practice course can help students to experience the application of entrepreneurship knowledge, make students experience the process of entrepreneurship, and apply knowledge to practice. In addition, we should actively explore the integration of entrepreneurship education courses and professional education courses, according to different subject characteristics, to develop a more professional and targeted curriculum system. The second is to innovate the curriculum teaching methods. The innovative, creative and practical characteristics of entrepreneurship education itself make the traditional teaching methods expose many problems, in this case, college teachers should break the tradition, develop new teaching methods, and mobilize the enthusiasm of students to participate in classroom learning. Third, the development of high-quality teaching materials. Full attention to the development of entrepreneurship education teaching materials, as far as possible, the most cutting-edge concept of entrepreneurship education into the teaching materials, to achieve continuous innovation, at the same time dare to break the boundaries of disciplines, promote the integration of professional

theoretical knowledge and entrepreneurial theory knowledge, improve the comprehensiveness of teaching materials.

4.3 Building a High-Quality Faculty

One is to raise the standard of teacher access. At present, China has not yet established the corresponding entrepreneurship education professional, resulting in the number of entrepreneurship education teachers are scarce, has received entrepreneurship education, has had entrepreneurial experience teachers are lacking. Therefore, in the recruitment of entrepreneurship education teachers, should be theory and practice, and emphasize the actual experience, while considering the teacher's learning ability, guidance ability, innovation ability. The second is to optimize the structure of the teaching staff. To improve the platform for entrepreneurship education teachers to provide a good environment for their development, at the same time to integrate teachers' resources in different fields, and promote the rationality of the professional structure of entrepreneurship education teachers. Third, to build a perfect teacher training system. On the one hand, it is necessary to expand the training channels of entrepreneurship education teachers, through regular knowledge lectures and other means, to train teachers' entrepreneurial education ideas, so that they can master the latest knowledge of entrepreneurship education theory, on the other hand, appropriately increase the training efforts to promote the overall level of teachers, to ensure that they dare to start a business, the courage to practice.

4.4 Building an Evaluation System for Entrepreneurship Education

The scientific and objective evaluation system of the quality of entrepreneurship education is the key to measure the effect and development level of entrepreneurship education. Applied undergraduate colleges and universities must build a perfect evaluation system of entrepreneurship education, combine national conditions and school conditions, and formulate scientific and reasonable evaluation standards. To realize the diversification of evaluation subjects, the diversification of evaluation methods, and to form a scientific and reasonable evaluation mechanism.

4.5 Improving the Mechanism for the Protection of Entrepreneurship Education

First of all, it is necessary to construct the corresponding service center for college students' entrepreneurship guidance. According to the actual situation of the school itself, it is necessary to set up a special business guidance service organization, establish a specialized tracking and assistance system for entrepreneurial projects, and create entrepreneurial student files. For the students who encounter difficulties and setbacks in the process of starting a business, we should give professional guidance and psychological guidance in a timely manner, so that students can get out of the predicament and rekindle their entrepreneurial enthusiasm. Secondly, we should build the corresponding information service platform of entrepreneurship education. We can set up a special reference room for entrepreneurship education in the library to sort out the materials related to entrepreneurship as the materials of entrepreneurship education, or build a network information service platform to ensure that teachers and students can understand the latest entrepreneurship support policies and practice the close combination of online and offline.

5. Conclusion

In a word, entrepreneurship education plays a positive role in improving the ability of independent innovation and building an innovative country. Entrepreneurship education is an inevitable trend of higher education reform. Under the background of "mass innovation, mass entrepreneurship", as an important part of higher education, application-oriented colleges and universities must establish a sound quality assurance mechanism of entrepreneurship education to promote the level of entrepreneurship education. Only by continuously improving the quality of personnel training, can we cultivate more and more outstanding innovative talents for the society.

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