

Study on the Practical Teaching of Theoretical Economics based on Entrepreneurship Education

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Abstract: Higher education is not just knowledge and academic education, but innovation and entrepreneurship education. Entrepreneurship education in local universities is forced by the situation of higher education and social development in our country and is the inevitable choice to adapt to the era of knowledge economy. Practical teaching has a special role that can not be replaced by the theory teaching to train the students' application ability. The traditional practice teaching method of theoretical economics course is not compatible with the pioneering education. To change the lack of students' innovative awareness and entrepreneurial ability, we must reform the contents, forms and methods of practical teaching and innovate the mode of training qualified personnel. Therefore, social strength should be deepened to carry out the joint school-enterprise cooperation and jointly develop education programs to jointly establish a high-quality professional teaching team to jointly establish a high-level entrepreneurial practice base and build a new type of practical teaching system both inside and outside the classroom and within the classroom .

Keywords: Entrepreneurship Education; Theoretical Economics; Practical Teaching

1. INTRODUCTION

In the "Declaration of World Education in the 21st Century: Prospects and Actions", UNESCO pointed out clearly that raising the quality of entrepreneurship education in colleges and universities and enabling students to "have entrepreneurial awareness and create employment opportunities" has become an important part of contemporary university education. Strengthening college students' innovation and entrepreneurship education is not only the world but also an objective requirement of China's economic and social development. The report of the 17th National Congress of the CPC pointed out: "The implementation of the development strategy of expanding employment will promote the employment of entrepreneurship." The State Council General Office issued the Circular on Strengthening the Employment of Graduate Students at Colleges and Universities in January 2009, encouraging universities to actively conduct entrepreneurship education and entrepreneurial guidance and practical

activities to support the graduates of colleges and universities to start their own businesses, requiring all regions and all relevant The department attaches importance to this measure and earnestly promotes the employment of university graduates. In May 2010, the promulgation of "Opinions on Vigorously Promoting Innovation and Entrepreneurship in Colleges and Universities and Undertaking Entrepreneurship by Undergraduates" promulgated that enterprising education in colleges and universities in China entered an all-round promotion phase under the guidance of the education administration. Article 19 of the Outline of the National Medium and Long-term Education Reform and Development Plan (2010-2020) officially promulgated in July 2010 explicitly requires "strengthening employment, entrepreneurship education and employment guidance services" in raising the quality of personnel training in higher education, Entrepreneurship education in the first place, and into the overall national education development strategy. Entrepreneurial personnel training has entered the field of view of China's higher education reform. Many colleges and universities provide entrepreneurship courses, carry out various forms of entrepreneurship and entrepreneurship education to explore and practice, and achieved some results, but there are still major deficiencies compared with developed countries. This essay starts from the point of starting education and combines with the teaching practice of theoretical economics to conduct a preliminary study on the practical teaching in entrepreneurship education.

2. THE PRACTICE OF TEACHING IS AN INEVITABLE CHOICE FOR ENTREPRENEURSHIP EDUCATION

Practice is the verification, supplement and extension of theory. Practice teaching is an important part of personnel training. It plays an irreplaceable role in cultivating students' learning ability, cognitive ability and practical ability, especially in cultivating students' innovative awareness and entrepreneurial ability. The motivation of entrepreneurship education is to improve students' competitiveness in the market by cultivating students' innovative awareness and spirit, thinking and qualities of entrepreneurship so that students not only become demand-holders, but

also become suppliers of jobs gradually. A complete practical teaching system is a prerequisite for successful entrepreneurship education.

Difficulties in employment of college students in our country have been social problems that can not be ignored. The 2011 China University Graduate Employment Report released by McClus Research Institute shows that 50% of the 2010 university graduates think that the most important areas for improvement in professional teaching are internship and practical aspects, while the 2007 university holding the same view Graduates reached 72%. Thus it can be seen that strengthening the connection between teaching and training and social needs has become the most important requirement for college graduates in school education. Nowadays, all colleges and universities attach great importance to university entrepreneurship. In 2012, the Ministry of Education issued the basic regulations on entrepreneurship education in ordinary undergraduate schools. The regulations require colleges and universities to include entrepreneurship education in reform and development planning, personnel training system and subject evaluation indicators. At the same time, start-up education should be reflected in the annual reports of the disciplines and undergraduate teaching disciplines in various universities and take the initiative to accept social supervision.

The proportion of university students starting their own businesses rose slightly in China for two consecutive years. The proportion of self-start-ups of university graduates in 2011 reached 1.6%, 0.1 percentage points higher than that of 2010 (1.5%) and 0.4 percentage points higher than that of 2009 (1.2%) . Positive trend. According to the survey, the number of art-based professionals who start their own business ranks the highest, followed by economics and management major. According to a sample survey of self-employed graduates, McClus's research shows that good oral presentation and communication, negotiation skills, and ability to make judgments and decisions are the most important basic competency requirements for starting a business. Therefore, the economics major has unique advantages in entrepreneurship education. Because after economic thinking and legal practice training, economics students have a strong interpersonal skills, ability to understand, analyze, solve economic problems and business negotiation skills, coupled with the economic laws can be provided to the entrepreneurial team The most direct and effective intellectual support. Therefore, how to build a practical teaching system adaptable to our country's entrepreneurship education and how to incorporate innovative ideas in economics education?

3. THE STATUS QUO OF PRACTICAL TEACHING OF THEORETICAL ECONOMICS FORMED A CONSTRAINT ON ENTREPRENEURSHIP-BASED PERSONNEL

TRAINING

A great deal of practical teaching must be done to make a start-up education play a role. Although the status quo of practical teaching of theoretical economics in our country has achieved some success even after many years of reform and development, it still lags far behind the requirements of starting a business and training creative talents.

(A) professional practice and entrepreneurial education phase separation

In recent years, practice teaching has drawn great attention from all walks of life, bringing the practical teaching of theoretical economics into a new stage. However, compared with the requirements of entrepreneurial talents, the innovative elements absorbed are far from enough, and their relevance to entrepreneurship is not high. Whether it is a course internship or a professional internship, the traditional way is followed, only a simple understanding of the company and the enterprise, and does not pay attention to the training of innovation and entrepreneurship.

(B) lack of understanding, practical teaching did not show the effect

Investigating the training programs of multi-university business schools, though they all incorporate practical teaching into the teaching planning, the implementation effect is not significant due to the lack of recognition, the incomplete evaluation mechanism and weak management links. First, the awareness of teachers and students is not high. From the teacher's point of view, the long-term by heavy theory, light practice, heavy scientific research, light teaching fixed thinking, most of the teachers focus on theoretical research and research papers, do not want to participate in practical teaching, practical teaching does not pay attention to research and From the student's point of view, due to the lack of scientific evaluation system and evaluation criteria, resulting in poor participation of students, or do not even participate in learning. Second, practice is not strong. It is difficult to effectively accomplish the practical teaching tasks set by training programs and objectively become the "green leaf" embellishing the theoretical teaching. Third, poor management of teaching. Compared with the traditional classroom teaching, practice teaching is arbitrary. Some do not have teaching syllabus, some reduce teaching hours arbitrarily, some by the students themselves. Neither design activities programs, nor pay attention to process management, many of the practical teaching (such as entrepreneurial practices survey, market research, etc.) are freewheeling, let it be. No class before class, less guidance in class, no comment after class, pure practice for practice. Fourth, the assessment system is incomplete. At present, though practice teaching is integrated into the training program and teaching plan by most institutions, it does not establish the

corresponding assessment mechanism, lack of quality standards, evaluation indicators and process guidance and tracking of practical teaching, internship Appraisal or internship report as the main basis for evaluation and assessment. Under such circumstances, graduation internships, which are the main part of practical teaching, have also been deformed by the squeeze of Kaoyan, public examinations and employment.

(C) lack of teachers, guiding function difficult to play a role

The practice of teaching, the need for higher teaching costs. Subject to the constraints of human and financial resources and other factors, practice teaching fails to achieve effective link with entrepreneurship education, and the expected function is limited by limited resources. First, the number of teachers is not enough. Due to the expansion of college enrollment, the uncoordinated ratio of teachers and students, a practice instructor to bring a large number of students, teachers do not have enough time to participate in the practice of students, coupled with the lack of incentives for teachers in colleges and universities to guide practical activities, teacher guidance, supervision is not in place, Resulting in no practical effect of practical activities. Second, the level of teachers is not high. Practical teaching for teachers is relatively high, not only needs a solid theoretical foundation, but also has a wealth of practical experience, otherwise difficult to practice teaching. At present, "dual-type" teachers are scarce, and practical teaching mainly consists of young teachers who have just joined the work. Most of them belong to the "part-time" school on temporary vacancies. Their business is not good and the team is unstable. More depressing is that they do not have business experience, but also lack of entrepreneurial combat experience, it is difficult to play the leading role of entrepreneurial mentors. Fourth, the lack of practical platform. The promotion of practical teaching activities will affect the normal working order of receiving units and add a lot of troubles and burdens to the staffs in relevant positions. Many units are not willing to accept student internships. Even accepted, it is difficult to put into patient management and guidance, nothing to do is the feeling of many students on the internship. Fifth, inadequate funding. As the government investment in education is not in place, resulting in long-term investment in practical teaching activities in schools, business funding is relatively small, the establishment of off-campus training base unsustainable, collaborative activities between schools, businesses, industries are greatly affected.

4. THEORETICAL ECONOMICS COURSES TO START THE PRACTICE OF ENTREPRENEURSHIP TEACHING PATH

In order to effectively carry out entrepreneurship education, we must fully absorb new elements,

consolidate and deepen the theoretical knowledge in practice, master the skills needed to start a business, develop students' creativity, pioneering thinking, so that it has a strong sense of innovation and entrepreneurship.

(A) cultivate innovative awareness

Help students to establish entrepreneurial awareness and confidence. First, to strengthen employment education, so that they fully aware of the sense of urgency to start a business, to stimulate their entrepreneurial desire and entrepreneurial passion. In recent years, the employment rate of college graduates has been more difficult. Only by starting a business can we get rid of the current predicament and create a new path of employment. The second is to promote entrepreneurship incentives. Through various channels, students can learn about the national entrepreneurship policy and strengthen their courage and confidence in starting a business. At the same time, we should use the typical people and things that are successful in business to inspire entrepreneurship and enhance entrepreneurial courage.

(B) improve the curriculum system

According to the training of economics professionals positioning and objectives, the establishment of the theory of teaching and practice teaching coordinated development, the first and second classroom to promote each other, professional training and entrepreneurship simulation highly integrated practice teaching curriculum system. First, practice in class. It is necessary to focus on content design of case-based courses, curriculum internships, professional internships, graduation thesis and other basic practical teaching links so as to enhance students' perceptual knowledge; and second, to strengthen extra-curricular practical training. According to the process of setting up professional courses and the accumulation of related knowledge, extracurricular practical training activities with different contents are designed in different academic years, such as visiting enterprises, curriculum internships, graduation internships, and so on, and gradually improving their practical ability. Third, the development of a comprehensive Practice courses to enhance students' comprehensive application ability. Integrate the contents and forms of practical teaching, gradually realize the transformation from unimportant practice to comprehensive practice, and realize the intersection, integration and infiltration of professional knowledge with entrepreneurial knowledge, economics and management science; and fourth, increase the proportion of practical teaching. Should increase the proportion of teaching practice of entrepreneurship education, increase business practice courses, such as entrepreneurship management, contract negotiation, business planning, business establishment, to achieve full, systematic teaching practice, so that throughout the entire

undergraduate education process.

(C) to improve the practice of teaching methods

To adapt to the needs of modern society, we must reform and optimize the traditional teaching methods and modes, change the traditional passive learning methods, strengthen students' training of speculative, innovative and practical skills, and enhance their autonomy in learning. First, a variety of teaching methods. Use case, situation, simulation, interactive teaching and other means to enrich teaching activities and practice through practice training, social investigation and practice activities to cultivate students' practice and innovative ability; the second is to use modern teaching methods. The main use of modern technology and equipment and the school's network platform, the use of multimedia courseware, teaching CD-ROM to enhance teaching visibility, to stimulate students' enthusiasm for learning. At the same time, but also through e-mail, QQ group, etc. for remote communication and answering questions, to strengthen the guidance of the learning process; third is to establish a true teaching case base. Make full use of various resources, collect a complete case of economics that reflects the actual problems and situations of entrepreneurship, establish a complete case database, and reflect the whole picture of entrepreneurship and start-up management in the original form, providing case teaching and simulated internship activities Solid and credible material; Fourth, to mobilize the students' subjective initiative. Actively promote heuristic, seminar, case, situational, interactive teaching methods, through case studies, practical simulation, role play, experimental games, etc., to improve student learning initiative and initiative.

(D) to build business platform

Inspect the practice of entrepreneurship education in colleges and universities in our country. The entrepreneurial practice of students is mainly done in the simulation or virtualization sites. Most of them are free from the real environment of entrepreneurship and the elements of enterprises. The teaching effect is unsatisfactory. Practice shows that setting up entrepreneurial practice platform for students in line with the requirements of enterprises and markets is the key to achieving effective entrepreneurship education. Practicing and guiding college students' entrepreneurship is an important part of entrepreneurship education in local colleges and universities. However, we must explicitly help college students start their own businesses not only as local colleges and universities but also as a whole. Here, we can learn from the strategic alliance of "politics, industry, research and research" in our country's economic development so as to strengthen the mutual cooperation among "entrepreneurs, industry, academia and research institutes" in entrepreneurship education so as to build a new type of venture for entrepreneurship education in local

universities Support platform. The strategic alliance of "politics, industry, research institutes, and research institutes" is due to the fact that the alliance of "production, study and research" adopted by China in early scientific and technological innovations has encountered numerous obstacles. Drawing on the practices of developed countries and introducing organizations such as governments, financial institutions and intermediaries, enterprises are the mainstay, Universities and research institutes provide support for technology. Financial institutions and intermediaries are the capital and service providers. The government is the foundation and the market orientation is the principle. Through the scientific operation mechanism, strategic cooperation alliances for complementarity, long-term effectiveness and common prosperity can be realized.

In this strategic alliance, governments, enterprises, universities, research institutes, financial institutions and intermediaries serve technological innovation in their respective fields and play different roles in order to achieve the synergy effect of "1 + 1 > 2". The government is at the organizational level, proposing plans and policies to guide, organize and coordinate cooperation in production, learning, research, finance and intermediation; enterprises, universities and research institutes constitute the main body and jointly launch technological innovations; and financial institutions and technology intermediaries Is the support layer, providing funding and service support for the main layer. This is a new model that is different from the traditional cooperation model of industry, university and research. With the addition of the three main bodies of government, financial institutions and intermediaries, cooperation in all aspects of production, learning and research will be more coordinated and effective, and communication will be smoother.

5. THE ECONOMICS OF ENTREPRENEURSHIP TEACHING PRACTICE OF SAFEGUARDS

In order to ensure the effective implementation of entrepreneurial practice teaching and effectively raise students' awareness of innovation and entrepreneurship, institutions of higher learning should take effective measures to provide a good safeguard mechanism for the training of entrepreneurial and applied legal personnel.

(A) to create a pioneering campus culture

To train qualified personnel to meet the needs of society, we must strengthen the culture of entrepreneurship, establish the concept of "starting a business" among students, and create an environment of "support for entrepreneurship" in schools. First, a clear definition of theoretical economics education positioning. After more than 30 years of theoretical economics education, the phenomenon of scarcity of economic and management personnel in our country has been greatly alleviated. The concept of cultivating "senior management personnel" for

enterprises and institutions has led to a serious structural imbalance in the supply and demand of managed personnel. Strengthen the entrepreneurial practice as the theme of the campus culture. To carry out teaching and research activities of "practice education and entrepreneurship education" in schools, further clarify the status and role of practice teaching in improving students' innovative ability and promoting students' all-round development, avoid the tendency of "emphasize theory and practice lightly", and establish practice Educate people's ideas, recognize the importance, urgency and arduousness of practical teaching reform; and thirdly, create a public opinion environment conducive to entrepreneurship. It is necessary to make use of various means of publicity to preach the significance of entrepreneurship, commend the entrepreneurial typicalities, carry forward the entrepreneurial spirit and form a cultural atmosphere in which the school attaches importance to entrepreneurship practice, support and devote themselves to practical teaching reform.

(B) the reform of existing teaching management

In order to make the reform of the training model of entrepreneurial talents successful, it is necessary to break the existing segmentation of the education and teaching management system and establish the organizational structure of entrepreneurship education. First, establish a business education management agencies. The school shall set up a management institution composed of the head of the school in charge of education, academies and universities, the youth league, enrollment and employment, and the heads of various teaching units to set up a business education system. The school shall formulate a school policy on entrepreneurship education management, guide and guide the teaching activities of the departments of entrepreneurship and entrepreneurship, and coordinate The various relationships in entrepreneurial practice provide organizational guarantee for the practice of entrepreneurship education. The second is to set up a special practice teaching guidance center. The center is composed of a group of entrepreneurship teachers, organizing students to participate in various entrepreneurship experience activities, providing services and guidance for student internship practice, and evaluating and recommending students' innovation achievements.

(C) nurture a combination of teachers and teachers

Teaching staff is an important part of entrepreneurship education. The good and bad faculty members are the key factors for the success of entrepreneurial education. They are also closely related to the improvement of education system. Since the 1980s, more than 100 universities in the United States and 12 universities in Germany have set up pioneering professorship positions in entrepreneurship. Entrepreneurship education differs

from traditional professional education in that it not only requires teachers to have professional theoretical knowledge, but also requires teachers to have some entrepreneurial experience and entrepreneurial skills. Because entrepreneurship education is a very emphasis on practical courses, curriculum content is practice-oriented, experience-based instruction more than rules, therefore, efforts should be made to strengthen the construction of entrepreneurship education faculty, enrich the entrepreneurial experience of teachers and improve teachers' practical ability. In order to solve the existing problems in the construction of teacher education in economics and entrepreneurship education in local colleges and universities in our country, we should do the following questions: First, to improve the professionalism of full-time teachers in economics. Most of the school teachers currently serving as entrepreneurship education have no entrepreneurial or investment experience and are not familiar with the operation of enterprises. Therefore, teachers should be actively organized to participate in entrepreneurship simulation activities in order to gain entrepreneurial experience. Through appropriate incentives, teachers should be encouraged to participate in the study of various activities such as establishment, operation and consulting of start-ups and start-up companies. Teachers with entrepreneurial potentials should also be supported To engage in entrepreneurial practices in an appropriate manner, familiar with the entrepreneurial process, so as to personal experience to better provide students with excellent entrepreneurial guidance. The second is to strengthen the practical guidance of part-time teachers. Entrepreneurial education teachers mainly by full-time teachers and part-time teachers in two parts. Local colleges and universities can determine the number of full-time teachers according to actual conditions and needs. They can also employ part-time teachers as entrepreneurs or government officials who have both successful entrepreneurial experiences and entrepreneurial theories from enterprises and the government. Third, give play to the advantages of student workers. As a thinker and education manager, student workers play an important role in college education and play an important role in the cultivation of quality and abilities of college students. Student workers can also take advantage of their work to influence and guide students, go to dormitories, classrooms and other venues in depth. Through the theme classes, talk and various extra-curricular activities to enhance college students' entrepreneurial awareness.

(D) improve the practice of teaching quality supervision system

In order to avoid the formal teaching of practice, we must improve the quality control system and establish a long-term mechanism to ensure the quality of practical teaching. First, establish the quality of

practice in all major aspects of teaching standards. Further improve the quality standards of practical teaching such as experiment, practical training, social practice, curriculum design, mid-term dissertations, graduation practice and graduation thesis and formulate assessment and management measures in all aspects; secondly, strengthen the assessment and examination of practical teaching. Through peer, supervision, student evaluation and teachers teaching files, the establishment of teaching quality information feedback system, the practice of teaching a full range of the entire process of monitoring to ensure the quality of teaching practice. Third, the reform of practical teaching evaluation system. Conduct the reform of practical teaching examination focusing on the content of the examination, the examination form and the analysis of the examination results, highlighting the assessment of the teaching process and comprehensive ability, and establishing the appraisal system of professional skill appraisal and professional competence. Students can apply for proof that they are exempt from graduation internship by virtue of the proof of entrepreneurship issued by the business administration department or the entrepreneurial team. If you are a key member of the entrepreneurial team, you can also use the founding of a business feasibility study report, product marketing plans or research reports, bidding and other alternative graduation thesis writing. Fourth, improve teacher performance evaluation criteria. To establish and improve the entrepreneurial practice teaching guidance mechanism, incentive mechanism, security mechanism, change simply to scientific research, essay as a teacher performance and promotion standards practice, as a guide to entrepreneurship practice give fair treatment, the entrepreneurial practice teaching results into teachers Assessment system, encourage teachers to join the business practice teaching activities.

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