

On Teaching Economics and Management from Entrepreneurship Education Perspective

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Abstract

The major of economics and management becomes the most initiative and positive volunteer of entrepreneurship education, the launcher of entrepreneurship, the teaching implementation institution, and the consultancy operation institution as its characteristics for specialization resources and talents training, which plays very important role on entrepreneurship education. Moreover, according to over 20 years' entrepreneurship education experience in American universities, they always focus on business and management majors. Based on entrepreneurship education, this paper systematically analyzed the influential factors, such as teachers' quality, bilingual teaching, practice ability training. Finally, we proposed several countermeasures on developing entrepreneurship education for economics and management major from innovation consciousness, innovation capacity, class teaching, and assessment system and entrepreneurship lectures perspective.

Key words: Entrepreneurship education; Economics and management major; Education research

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PREFACE

The practice of Entrepreneurship education abroad for more than half a century provides a good reference for us to resolve the current problems. It plays an important role on promoting economic growth, increasing employment opportunities, accelerating technological innovation, improving the industrial structure, and improving the level of development of productivity. Venture has become a global topic, and causes the attention of the world's governments and scholars. The Western developed countries have adopted to implement entrepreneurship education in colleges and universities, such as students entrepreneurship and entrepreneurial skills. They teach entrepreneurial knowledge and skills to help college students to succeed in business road. For instance, the United States, Britain, France, Germany, Australia and other countries have already successfully put into practice. By the College management professional, we should try to design, create, and plan to build exemplary entrepreneurship education system as well as teaching mode, so as to effectively train students' entrepreneurial awareness and entrepreneurial skills.

1. CARRY OUT ENTREPRENEURSHIP EDUCATION, ECONOMICS AND MANAGEMENT MAJOR AS DEMONSTRATION

In the face of the grim situation of the current difficult domestic employment of college graduates, many college students have realized the need to strengthen the personal competency development and expertise accumulated, which may help to earn a place for themselves in the job market in the future. However, from the overall point of view, the limited employment opportunities and the intense nature of the employment market competition

will inevitably lead to the survival of the fittest, so the employment problem cannot be solved fundamentally. In the case, i.e. supply is greater than demand, we need to create more demand for supply to meet the growing crowd. Entrepreneurship education can lead students to foster entrepreneurial concept to enhance the entrepreneurial ideas, to develop entrepreneurial capacity. It can not only alleviate the current Graduates Employment, but also can create more entrepreneurial opportunities.

The College administered class professional is mostly practical, so entrepreneurship education can become a demonstration of professional conduct. By learning basic courses and expertise, as well as the influence of environment by the faculties in the learning process during the school, economics and management students spontaneously can develop their preliminary understanding on international operations and cross-border management awareness, domestic and international economic policies, laws and regulations, and market volatility. Compared to other professions, economics and management professional entrepreneurship education has inherent advantages and practical significance, and can play a professional to students in career choices and business management. On entrepreneurship education, we need to focus on training on entrepreneurial project selection, marketing and strategy, good managers, customer management services, basic literacy basics of financial management, entrepreneurs, enterprises established process, and so on.

2. INFLUENCING FACTORS ANALYSIS ON ENTREPRENEURIAL EDUCATION FROM TEACHING PERSPECTIVE

2.1 The Quality of Teachers and Professional Level on Entrepreneurship Education

Many factors are combined together to decide learning administered specialty of the target population, as well as the understanding of the knowledge. Such factors, including IQ, learning attitude and cultural basis of gender, environment, atmosphere, family influence, social awareness. However, the above factors are beyond the control of the school, that is, there are still a considerable number of uncontrollable factors, such as teacher training programs, textbooks. Studies have shown that most of the history learning or other sociology learning almost have no help to improve students' understanding of economics courses (Main, 1978; Miller & Rose, 1983; O'Neill, 1973). As a result, we need to put forward higher requirements on professional courses teachers, which exert greater pressure on them.

In fact, teachers are the most important determinants for students' mastery of economic management courses.

Economic curriculum education can help students thinking of the basic issues and grasping personal decision-making and social decision-making methods. Students should make independent choices with the help of skilled teachers, and need to strengthen the cultivation of decision-making ability and identify resources that can assist them to make decisions (Akos, 2005). Economic class teaching quality is largely dependent on Teachers' heritage of knowledge and teaching skills (Gilliard, 1993, p. 166). Studies have shown that class teachers have the direct impact on students learning of economics courses (Walstad, 1992). Therefore, the effective use of class teaching within the limited hours is particularly important for the students. One hand, teachers should constantly improve the level of personal knowledge, which requires a long period of accumulation and precipitation. Requirements for the academic teachers, we put forward that if you want to give the students a glass of water, the first thing you need to do is to have an ocean.

Among them, a basic way to improve the teaching effect is the sharing of knowledge and methods of teaching. Moreover, teachers have to notice that professors of special courses require special approach. The ultimate aim should be administered on specialty teaching and research in order to make teachers aware of the skills that should be mastered in the classroom teaching, and to focus on consolidating the conceptual understanding of the weak link. Teaching research should not only produce a supporting role on the teaching skills of teachers and class teaching effectiveness through the actual test, but also provide the tools for the exchange of knowledge. The teaching research needs class of the college of economics and management professional courses to do the testing and evaluation. Research on professional education in economics and management is not regarded merely as a tool to enhance the level of college teaching applications, but needs to allow students to truly benefit from the knowledge learned. We can employ economic management practitioners and expert teachers to update professional knowledge and real-time information, and to do the actual sense of the teachers on the job training. Therefore, in order to carry out on entrepreneurship education, we should first consider the class teaching. It is particularly important for the class teachers to emphasize on entrepreneurship education and introduce the concept of entrepreneurship education.

2.2 Bilingual Teaching and Entrepreneurship Education

As for professional characteristics of economics and management, i.e. internationalization, English has become an indispensable learning focus. Thus we need to highlight the importance of bilingual teaching and research. Entrepreneurship education is effectively linked with bilingual teaching. We carried out a questionnaire study in School of Economics and Management,

Changchun University of Science and Technology, which falls into juniors and seniors majoring in International Economics and Trade. Questionnaire is designed for two modules, namely the entrepreneurial intention modules and bilingual teaching acceptance module, in order to find out the intrinsic link between the two things. The total surveyed is 122 people. 122 questionnaires were distributed, in which 118 are returned, so the recovery rate is 96.7%. Among them effective questionnaires are 115, so the effective rate is 94.3%. Among them, 13.7% of the students believe that the form of bilingual teaching is good and there is no barrier on learning professional knowledge, which contributes to the improvement of English level. In this target group, 78.9% of the students would like to choose master study, 16.6% of students intend to hunt a job after graduation, while only 3.1% of the students said they might consider entrepreneurship. 8.3% of the minority students feel bilingual education programs are very difficult, even if for the business English courses involved little professional knowledge. The reason for this is their poor English foundation, and little interest in learning English. The highest proportion is 78.0% of the students, who believe that for bilingual teaching, they are able to understand 60-80 percent. So we need to choose the bilingual teaching teachers with accurate pronunciation, fluency in spoken English as well as adding explanation in Chinese, in order to benefit students in understanding. Among them, 50.4 percent of the students expressed their determination for master study, and 43.2% of the students choose employment, while still only 2.8% of the students are willing to venture. Most students said, the biggest obstacle to entrepreneurial is funding problem for college students who have just graduated, and it is difficult to implement, in the case of some start-up capital and the business plan. Moreover, regardless of the target population for bilingual teaching survey, the students who select business-start accounted for a very small number. Therefore, we can see that the entrepreneurial enthusiasm of the students is not high. They have not form a strong entrepreneurial idea, and are not aware of the internal link between entrepreneurial selection and bilingual learning. So we got an explicitly of future educational guidance direction – the establishment of entrepreneurial ideas.

2.3 Strengthen the Practical Session with Teaching Students Practical Ability

Professional internship teaching can be combined with the production practice, which help the students obtain a correct understanding of the industrial and commercial enterprises, financial services, the status of the business units of foreign trade business as well as government departments, the development of the change in circumstances and the relevant national guidelines and policies. After the site visits, research, reading and collecting relevant information, participating in the work

of the program, students can observe, independently think of and analyze problems, which contribute to strengthening students' perceptual knowledge of the scene. Through coming into contact with the business operation of enterprises or government agencies process, we can lay a good foundation for subsequent specialized courses for teaching the theory. By participating in the actual work on a comprehensive understanding of the basis, students can understand the field operations and theoretical knowledge consciously, which can be applied to practice, so as to master the basic professional skills to deal with the practical problems in general. It will lay a good foundation for the practice in the future on their own businesses.

However, in terms of economics and management, it is difficult to find the actual operation space and opportunity to provide students with cooperative enterprises. Excessive number of students and the lack of the professional trainers factors restrict students truly entered the door of the enterprise. Therefore, we need the school hire experts, academics, managers from securities companies, foreign trade companies, joint ventures, related colleges and universities to make a report for students. Also we can lead the students to the customs hall, factory, foreign trade companies, offices appearance on a study tour. Formation of entrepreneurial ideas and creative ability, however, need to be more direct and deeper integration into the actual work environment, enabling students to produce a more rational understanding around. This internship funding allocated efforts put forward higher requirements for business enterprises. But as we all know: "No one would like to get up early if there is no gain".

3. ESTABLISH INNOVATION AWARENESS, FOSTER INNOVATION CAPABILITY

If they would like to have the entrepreneurial thinking and entrepreneurial ability, they should first have a sense of innovation and the ability to innovate. The term of Innovation for enterprise development play an increasingly important role in the current international economic situation, so we need to again analyze innovative meanings. We need to point out that innovation does not mean a simple invention. Some people are often confused between invention and innovation, and think they represent the same meaning. In fact, this understanding is completely wrong. In fact, the invention has three meanings: to create new things or methods; to play creatively; to discover something that have not be found before. Thus, the invention can be simply understood as a new discovery in the natural sciences. However, comparatively speaking, innovation appears to be more complex. There are different interpretations in different areas of research. To create the new

contradictions community human behavior from the perspective of economics, innovation is the use of natural resources or social factors, or that old alternative coverage (Baidu Encyclopedia). The origin of the concept of innovation is from American economist, Schumpeter in 1912. Schumpeter declares: innovation is the introduction of a new factor of production and production conditions of the new combination of “production system”. It includes five situations: the introduction of a new product, the introduction of a new production method, open up a new market, a new source of supply of raw materials or semi-finished products. Schumpeterian innovation concept includes a wide range of innovative and non-technical change, which involves technical change organizational innovation. Therefore, based on the above comparison, we can see that innovation is the way with the process of the invention applied to productivity, to create new value for human beings, to bring new economic benefits, and more fully to reflect the significance of the invention.

Therefore, as for entrepreneurship education, we advocate the invention, but in entrepreneurship education in economics and management professional, we pay more attention to innovation. So as to give students a sense of innovation, cultivating the students’ innovative ability is the most important thing on entrepreneurship education. In the teaching process, through the introduction of the original English literature, we enable students to understand the forefront of international economic theory and the latest international market trends, which can subtly and professionally be brought into the classroom in order to establish the students’ innovative consciousness and ability to start a new business.

4. IMPLEMENTATION OF FLEXIBLE ASSESSMENT METHODS

Teaching evaluation system can be divided into formative assessment and summative evaluation. Formative assessment is the evaluation of the students’ learning attitudes and types of operations in the teaching process; summative evaluation, the end of the teaching modules, is the evaluation of students’ overall skills. In addition, according to the characteristics of different professional courses, teachers can choose different assessment methods, including written exams, research reports, business plans, course papers, feelings and experience. At the same time, it is recommended to strengthen the

process of evaluation with the types of class presentations and discussions, the completion of the individual or group tasks as evaluation of student entrepreneurship. We should reform, improve the comprehensive evaluation way after the end of the course. Combining the students’ completing the task of the various aspects of the situation, we can focus on the assessment of student potential entrepreneurial ability and overall quality. Students are encouraged to find business opportunities, which can help to train the ability to grasp the business plan, as the focus of the appraisal.

CONCLUSION

As the entrepreneurship education pioneer and engine, the major of Economic and Management should make full use of its advantages, to fully develop students’ entrepreneurial ideas and entrepreneurial skills. In the actual teaching of economics and management professional, we need timely and moderately introduce entrepreneurship education links to guide students to establish a sense of innovation. With the methods of effective bilingual teaching, hiring experts to carry out entrepreneurial lectures, we imperceptibly bring the concept of entrepreneurship into the classroom. Students can obtain feasibility and operability in aware of their own businesses through a combination of class teaching with hands-on learning, which help students lay a good foundation for entrepreneurial practice after graduation.

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