

## Research on the Problems and Countermeasures of Entrepreneurship Education for College Students

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### Abstract

In recent years, college students' entrepreneurship education has gradually become an indispensable topic in China's higher education theoretical research institute, and it has also become an important direction for the continuous innovation and development of China's higher education. Entrepreneurship education in China's major colleges and universities is at the primary stage, and there are still unresolved problems, such as imperfect entrepreneurship education system, weak foundation of entrepreneurship education, imperfect training bases for students, and imperfect facilities. In this paper, through further exploring various problems in entrepreneurship education of college students in China, according to these problems, targeted suggestions and countermeasures suitable for the development of entrepreneurship education are put forward.

### Keywords

Entrepreneurship education; Professional education; College students' entrepreneurship.

### 1. Introduction

Nowadays, with the rapid development of science and technology, great changes have taken place in university education. With the continuous growth of the number of college graduates, their employment situation has become increasingly severe. Under the test of such a situation, entrepreneurship education in colleges and universities has aroused widespread concern from all walks of life. The main content of education is knowledge, which can help students master skills better and promote their ability. Therefore, we should attach great importance to theoretical teaching and lay the foundation for promoting students' ability. At the same time, vocational education plays an important role in college students' entrepreneurship education, which lays a solid foundation for the realization of the goal of entrepreneurship education. Therefore, in the process of entrepreneurship education, we should carry out relevant educational activities from the perspective of specialization. At the same time, the whole process should not only be limited to professional education, but also further optimize and integrate a variety of professional technologies and knowledge, so as to provide all-round services for students' professional study. Generally speaking, if entrepreneurship education wants to develop well, it is necessary to continuously expand professional education. In order to help college students relieve employment pressure and get a smooth job in this new era of rapid economic development, we should constantly strengthen entrepreneurship education and stimulate college students' entrepreneurial awareness. In addition, as a college student, you should not rest on the traditional concept of employment, but dare to innovate, dare to fight hard, enhance your entrepreneurial awareness, and change the concept of entrepreneurship education. Therefore, it is of great significance to improve the mode of entrepreneurship

education in colleges and universities. College graduates can effectively enhance their employment competitiveness and find suitable jobs through scientific entrepreneurship education and repeated practice.

## **2. Inevitability of Implementing Entrepreneurship Education for College Students**

### **2.1. Help Ease Employment Pressure**

With the increase in the number of college students, especially this year, the number of fresh graduates in colleges and universities has reached 8.7 million. Under the condition of existing vacant posts, the number of our talents is increasing, resulting in a situation that supply exceeds demand. Our country has a relatively large population, and the social employment pressure is relatively great. With the increase of the number of college graduates, the employment in our country is facing greater problems. The implementation of entrepreneurship education for college students can provide a new employment channel for college students-entrepreneurship, which helps to relieve employment pressure. If college students enter the society, they may not adapt to the social environment, which requires the state and schools to provide corresponding help to college students, which will ease the pressure on college students.

### **2.2. Meet the Requirements of Contemporary College Students' Own Development**

First, college students have a wealth of knowledge. Compared with other entrepreneurs, the entrepreneurial group of college students has a higher level of education and a wider range of information [2], and can make full use of the learned knowledge to resolve the crisis in the process of entrepreneurship. Secondly, college students are active in thinking and can understand the new things they come into contact with quickly. They can improve their innovation ability by learning what they like. Third, college students have strong hands-on ability, dare to fight and venture, and their hard work meets the requirements of contemporary entrepreneurship. At this time, they pay more attention to the realization of self-worth and want to contribute to the development of society. Therefore, strengthening entrepreneurship education has a positive impact on both individual college students and the whole society.

### **2.3. Meet the Needs of National Construction and Development**

After entering the new century, the development of our country depends on innovative talents, and the progress of our country needs the improvement of innovative ability. The new type of coronary pneumonia in 2020 is a wake-up call for the whole world. Nowadays, the development of every country can not be separated from talents and innovation, while talents are mostly realized by education, and the improvement of innovation ability can also rely on education. Entrepreneurship education in colleges and universities is not only good for college students, but also promotes the development of society.

## **3. Analysis of the Problems in Entrepreneurship Education for College Students**

### **3.1. The Concept of Entrepreneurship Education is Still Outdated**

Although entrepreneurship education has been implemented in China for many years, there are still many old ideas about college students' entrepreneurship both inside and outside universities. This old concept of entrepreneurship has restricted college students' thinking to some extent, which is not conducive to their future development. There are mainly two problems: first, college administrators, because the competent departments and government of colleges and universities have not clearly pointed out the specific implementation goals and

tasks of entrepreneurship education, and the attitude of colleges and universities towards entrepreneurship education is also vague, so many colleges and universities breed fear of difficulties in entrepreneurship education. Lack of attention to college students' entrepreneurship education leads to the lack of scientific and standardized guidance, correct methods and steps, and the development of entrepreneurship education is difficult; The second aspect is the college students themselves. Nowadays, because they have been influenced by the traditional educational concept for a long time, they know little about entrepreneurship education, let alone accept this new educational concept. According to a survey, after graduation, if college students haven't found a suitable job yet, they will choose to start a business in order to make a living, and most students will take finding a better job as their first choice [1]. In addition, most of the students think that setting up entrepreneurship education courses in schools is to enable students to start businesses, and the premise of starting businesses is that they need to receive a good education, and they need certain start-up funds to support them, as well as policy guarantees and extremely favorable opportunities provided by the government. Therefore, starting a business can only be achieved by students whose families have strong economic strength and various social relations. Most students don't choose to start a business because they don't think they have all the conditions for starting a business.

### **3.2. The Teachers of Entrepreneurship Education Need to be Strengthened**

Because of the late start of entrepreneurship education in China, there are few researches in this field, only some guiding policies, and no specific theory to guide how to implement it in practice. However, the lack of systematic exposition and scientific planning of educational forms and practical routes is only an armchair strategist, and it is difficult to proceed without the guidance of correct theories [2]. It is precisely because of this that China's entrepreneurship education has not yet established a systematic and clear knowledge system. Most college teachers do not have systematic knowledge system guidance when carrying out entrepreneurship education, but guide students according to their own knowledge about entrepreneurship education, or through other forms or ways. This not only hinders the systematic and standardized development of entrepreneurship education in colleges and universities in China, but also has a bad influence on students' future entrepreneurship and development. It can be seen that whether entrepreneurship education can develop rapidly in colleges and universities, and whether it can have a positive impact on students in the future, it is also very important to improve and perfect the teaching staff. However, at present, the level of teachers' construction of entrepreneurship education in colleges and universities in China is not high. It can be seen that teachers in colleges and universities in China pay little attention to entrepreneurship education, and their teaching experience on entrepreneurship education is also very scarce, and their teaching organization ability and level are low. Many college teachers know little about the industry, or have never had an industry background, and do not have keen industry sensitivity and industry integration, which have caused many restrictions on the development of entrepreneurship education in colleges and universities. At the same time, the assessment standards of most university teachers in China actually do not meet the needs of entrepreneurship education. At present, in the evaluation and promotion of teachers, most colleges and universities usually focus on what kind of scientific research achievements teachers have achieved, what kind of achievements and effects teaching work has achieved, and whether teachers' image is decent and supported by students. However, teachers pay little attention to their time and effort in the process of entrepreneurship education, and no matter how much time and energy college teachers spend in answering and researching students' theories, from organizing students' topic selection and argumentation to practical research, guidance and defense, they can't account for a relatively large proportion in the evaluation of professional titles. The input is not proportional to the gain, which makes many teachers lack

work enthusiasm and are unwilling to invest too much time and energy in entrepreneurship education.

### **3.3. The Curriculum System of Entrepreneurship Education is Imperfect**

As far as the current situation of entrepreneurship education is concerned, if we want to rapidly improve the level of entrepreneurship education in Chinese universities, the establishment of entrepreneurship education courses should be the best choice, and it is also an efficient and convenient way to realize entrepreneurship education. However, due to many other reasons, an advanced system has not been established in the entrepreneurship education curriculum of colleges and universities in China.

#### **1.The course content is complicated**

The primary reason is that the development of entrepreneurship education courses in colleges and universities has not kept pace with the times, and the entrepreneurship education system is disorganized and lacks systematic induction and arrangement. It is precisely because of the complex content involved in entrepreneurship education, which also involves the knowledge of economics, which is why people do not classify entrepreneurship education as a separate discipline, but naturally classify it into economics.

#### **2.The influence of traditional ideas**

Secondly, due to the profound influence of traditional ideas, entrepreneurship education in colleges and universities has not been systematically incorporated into teaching arrangements. For example, Anyang normal University has a course called "Career Planning for College Students" or "Employment Guidance for College Students", and this form of course does not only appear in this school, but most colleges and universities will have such a course, but will it really be effective to take this minor course as the guiding theory for college students' entrepreneurship? The answer is unknown. Of course, the school not only arranges this course to educate students about entrepreneurship, but also the pioneer park in the school is a practical training base for students to start their own businesses. However, these entrepreneurship education courses which do not cost a certain amount of energy and material resources are not ideal. Therefore, it is very necessary to set up an independent and systematic entrepreneurship education course from the concept, purpose and significance of entrepreneurship [3].

#### **3.Lack of curriculum resources**

Finally, the resources of entrepreneurship courses are scarce at present, and the old cases are used for teaching in colleges and universities, and the project-based teaching form is also very old, which can not arouse students' interest in learning, which leads to students' low classroom enthusiasm and unsatisfactory learning effect.

### **3.4. The Construction of Training Base is Backward, and the Cooperative Education Mechanism is not Perfect**

The article mentioned the necessity of offering entrepreneurship education courses, that is, the importance of theory. Moreover, entrepreneurship education theory and practice are inseparable, and it is a comprehensive education form in which theory guides practice and practice tests theory. Therefore, entrepreneurship education is both a theoretical education and a practical activity, but there are two problems at present.

#### **1.The construction of training base is backward**

A perfect training base can meet the needs of practical teaching of entrepreneurship education, but the construction of entrepreneurship training base in colleges and universities lags behind. First of all, the number of training bases in colleges and universities is limited, and a considerable number of entrepreneurship education in colleges and universities is still limited to the stage of teachers' classroom teaching. The "theoretical" entrepreneurship education does

not realize the importance of the construction of training bases inside and outside the school [4]. Secondly, the construction of college students' pioneer parks and science parks needs to be improved urgently. Some enterprises settled in college students' pioneer parks are not actually college students' entrepreneurial enterprises, and these pioneer parks do not provide perfect entrepreneurial employment services for college students. Finally, the construction of corporate culture atmosphere in the training base needs to be strengthened, and students' understanding of corporate culture is not enough.

## 2. The cooperative education mechanism is not perfect

Entrepreneurship education, a new educational concept, is quite different from the previous teaching methods. On the one hand, entrepreneurship education is a comprehensive educational model with multi-subject participation; On the other hand, entrepreneurship education not only needs to strengthen the construction of the school education system, but also needs to actively promote the cooperation between schools and enterprises, and establish a more perfect mechanism of educating people together between schools and enterprises. Entrepreneurship education should strengthen the cooperative relationship between schools and enterprises on the basis of cooperation in running schools through production, education and research. In practice, schools and enterprises should cooperate to educate people. Enterprises should provide employment internships for school graduates, promote students' growth, realize the common development of schools and enterprises, and promote students' entrepreneurship to the greatest extent and meet the common interests of enterprises and schools [5]. Only by satisfying the common interests of schools and enterprises can entrepreneurship education flourish in colleges and universities, and it is also the internal driving force to promote the development of entrepreneurship education in colleges and universities. However, even though many colleges and universities in China have made great efforts to promote the development of entrepreneurship education, and specially established departments of entrepreneurship education, the overall coordination of diversified education in entrepreneurship education is not satisfactory, which fails to meet the interests of all parties. Most colleges and universities' entrepreneurship education does not focus on cultivating talents, but simply takes the form and goes through the motions. The established off-campus training base is just a decoration, which has not really been applied to the training and research of students, nor has it been used as a platform for cultivating entrepreneurial talents, and the training effect of entrepreneurial talents is not ideal.

## 3.5. The Cultural Atmosphere of Entrepreneurship Education is too Shallow

First of all, the entrepreneurial education activities in colleges and universities are relatively simple, which can not fully consider the development characteristics and needs of colleges and students, which makes the construction of entrepreneurial culture atmosphere on campus and society obviously insufficient. Secondly, because of the single consulting channel of entrepreneurship service, colleges and universities fail to provide various forms of entrepreneurship consulting services to students effectively, which makes students unable to understand the entrepreneurship policy and process in time, therefore, it is not conducive to the implementation of entrepreneurship education. Finally, to strengthen the construction of campus culture, at present, some colleges and universities are not aware of the importance of cultural environment construction for entrepreneurship education. Therefore, colleges and universities are relatively backward in all aspects of campus culture construction.

College students' entrepreneurship needs a trinity environment of entrepreneurship education supported by school, government and society, but at present we have not formed such a systematic and perfect external collaborative environment of entrepreneurship education [6]. First of all, the cultural atmosphere, evaluation system, incentive guidance and training objectives of the school that tend to cultivate entrepreneurial quality have not yet been

established. In this closed, static and orderly atmosphere, the entrepreneurial passion and ambition of college students will disappear; Secondly, the psychological habit of pursuing stability and risk in social and cultural tradition seriously affects the values of college students; Third, although the government departments have issued some preferential policies to encourage college students to start their own businesses, the policy propaganda is not enough, the policy implementation is weak and only superficial efforts are made.

## **4. Countermeasures on Entrepreneurship Education for College Students**

### **4.1. Strengthen the Main Responsibility of Teachers in Entrepreneurship Education and Change the Concept of Entrepreneurship Education**

The primary factor in the development of entrepreneurship education in colleges and universities lies in teachers. As the old saying goes, teachers are people who teach truth, give it to their studies and explain difficult problems. As the main body of education implementation, teachers' ability and professional quality determine whether entrepreneurship education can be carried out smoothly to a great extent. Therefore, university teachers must have excellent entrepreneurship education ability, and even if entrepreneurship education will encounter various difficulties, they should always actively deal with and deal with them. This makes colleges and universities must solve two problems as soon as possible.

#### **1. Actively carry out the reform of teachers' post functions**

By actively carrying out the reform of teachers' functions, we should establish and perfect the corresponding teacher teaching and training system, so as to enhance the ability and level of entrepreneurship education of university teachers. In fact, entrepreneurial spirit and entrepreneurial ability are constantly developing and changing in the process of continuous social practice, especially influenced by information technology, and new entrepreneurial models and entrepreneurial experiences are constantly developing and updating. This requires teachers of higher education to seek truth from facts, and not adopt the unchanging model and content to carry out entrepreneurship education [7]. Therefore, college teachers must be actively encouraged to constantly strengthen their entrepreneurial education skills through the on-the-job vocational skills training system, so as to improve their teaching ability and level of entrepreneurship education.

#### **2. Combine traditional scientific research and teaching functions with entrepreneurship education**

Special attention should be paid to the organic combination of traditional teaching functions, teachers' scientific research and entrepreneurship education. At present, college teachers fail to attach importance to entrepreneurship education and do not regard it as their own function, which is mainly due to their low enthusiasm. The basic functions of teachers are "preaching, imparting knowledge and solving doubts". However, at this stage, college teachers do not really do it. They just create scientific knowledge and teach in the traditional sense. At the same time, the real meaning of "imparting knowledge" also includes teaching students professional knowledge and cultivating their awareness and ability to make a living. Only for a long time, university teachers have externalized this part of the function [8].

### **4.2. Strengthen and Improve the Guarantee Mechanism of Entrepreneurship Education in Colleges and Universities**

#### **1. We should attach great importance to the construction of teachers in entrepreneurship education**

Colleges and universities should attach importance to cooperation with the government and enterprises, and establish and improve a long-term cooperation mechanism. On the one hand, we should adhere to the existing legislation, pay attention to the strengthening and perfection

of relevant policies, and ensure that relevant laws are implemented in practical work. Legislators should pay attention to the formulation of the Law on Promotion and Management of Entrepreneurship Education, and manage the team of entrepreneurial teachers in colleges and universities. Colleges and universities should clearly define the teachers who make up the entrepreneurial education team and their academic qualifications, so as to ensure the standardization and systematization of the construction of entrepreneurial education teachers. On the other hand, it is necessary to strengthen school-enterprise cooperation. In order to strengthen the faculty of colleges and universities, outstanding entrepreneurs and technical backbones of enterprises can be invited to the schools to serve as part-time teachers.

2. Strengthen the training of teachers to enhance the overall entrepreneurial education ability of teachers

First, colleges and universities should actively provide teachers with some opportunities to get in touch with entrepreneurs and entrepreneurial examples. For example, some expert lectures, seminars and entrepreneurship training are held to improve teachers' knowledge and ability of entrepreneurship education, and guide teachers to exchange and learn from each other, so as to better guide students' entrepreneurial projects and entrepreneurial teams. Second, colleges and universities can support teachers to enter the enterprise for on-the-spot investigation and exercise, participate in some entrepreneurial practices from all walks of life, expand teachers' understanding of entrepreneurial experience, and enhance their own abilities, so as to better carry out entrepreneurship education.

3. Strengthen the construction of the evaluation system of college entrepreneurship quality

Since entrepreneurship education has not been implemented for a long time in China's colleges and universities, colleges and universities should cultivate talents according to market demand and speed up the improvement of teaching quality evaluation system of entrepreneurship education in colleges and universities. Under the condition of conditions, we should actively strive for industry enterprises to participate in the formulation of evaluation standards for entrepreneurship education, so as to make the certification system of teaching quality more scientific and reasonable. In addition, only when college teachers are full of enthusiasm for entrepreneurship education can the entrepreneurship education work be carried out better. As mentioned in this article, entrepreneurship education has not yet occupied a considerable proportion in the evaluation of college teachers' professional titles. Therefore, colleges and universities should speed up the reform of the evaluation system and performance appraisal standards, and strive to introduce some diversified programs that can assess college teachers without destroying the objective laws of higher education.

### **4.3. Improve the Curriculum System of Entrepreneurship Education**

Perfect curriculum system is the key to ensure the long-term development of entrepreneurship education. When designing entrepreneurship education courses, colleges and universities should always implement the theory of all-round development, constantly infiltrate traditional subject teaching into the process of entrepreneurship education, and explore various forms of entrepreneurship education channels based on the second classroom.

1. Attach importance to designing special entrepreneurship education courses

In order to make the development of entrepreneurship education go smoothly, colleges and universities should formulate special entrepreneurship training programs, on the one hand, improve the teaching quality, on the other hand, carry out scientific and meticulous analysis on colleges and universities. According to the students' different majors, take various forms of entrepreneurship courses. The curriculum should provide two choices: compulsory courses and elective courses, so that students can flexibly choose different modules of course content to study. At the same time, because entrepreneurship education is different from other educational methods, entrepreneurship education courses can set up student-centered

teaching forms, such as goal teaching, case teaching, cooperative learning, etc., to motivate students; Entrepreneurship education should strengthen the construction of students' innovative consciousness on the basis of cultivating students' basic theoretical knowledge, and constantly enhance their innovative ability in practice to complete the curriculum objectives.

#### 2. Infiltrate entrepreneurship education into subject teaching

In addition to specialized entrepreneurship courses, colleges and universities should pay more attention to the combination of professional disciplines and entrepreneurship education. College teachers also need to have a certain sense of entrepreneurship and innovation, which can be combined with the teaching of this major. From the existing subject teaching, we can find out the content of entrepreneurship education, and make it permeate into the teaching of professional courses, so as to implement entrepreneurship education hierarchically and classically. Teachers should not only have a positive attitude, but also fully consider the needs of students.

#### 3. Relying on the second classroom, actively explore entrepreneurial channels

The opening of the second classroom has played a very good role in promoting the development of entrepreneurship education. First of all, it makes the forms of entrepreneurship education more flexible and expands the channels of entrepreneurship education, while colleges and universities can set up "flea markets" in schools to provide opportunities for students. They "buy" and "sell" in the market and know their business activities in advance. Secondly, we can set up school associations with entrepreneurship as the theme, and we can also improve students' entrepreneurial awareness and ability by holding entrepreneurial project competitions and practicing entrepreneurship. Thirdly, colleges and universities can invite some experienced enterprise backbones and entrepreneurs to give lectures and hold symposiums to help students learn more entrepreneurial knowledge, feel the charm of entrepreneurship and fully mobilize students' entrepreneurial enthusiasm. Finally, colleges and universities can build a platform for students to start their own businesses, and guide students to start their own businesses by opening up part-time jobs outside schools and work-study programs.

### 4.4. Optimize the Training Base of Entrepreneurship Education

#### 1. Strengthen the construction of entrepreneurship education training base

The practice of entrepreneurship education is carried out on the basis of entrepreneurial places, and a good training base is the prerequisite for the successful development of entrepreneurship practice. Training bases can be divided into two types: on-campus bases and off-campus bases. First, the on-campus training base; On the one hand, the construction of on-campus training base needs certain funds and venues, which requires colleges and universities to provide financial guarantee and special venue support; On the other hand, the construction of entrepreneurship training base should ask professionals to provide suggestions, which is the guarantee of whether the construction of training base is reasonable and standardized, covering the problems such as whether the purchased practice facilities are standardized and whether the facilities are placed reasonably, which makes the display of entrepreneurship practice base more scientific [9]. Moreover, after the completion of the construction of the training base in the school, the school appoints a special person to manage the training base, whose main duty is to maintain the training equipment and ensure the use efficiency of the training base. Secondly, in the construction of off-campus training base, on the one hand, colleges and universities should actively cooperate with enterprises and social institutions to establish a school-enterprise cooperation training base, so as to designate entrepreneurial practice for college students. On the other hand, colleges and universities should actively cooperate with enterprises and social units to encourage students to participate in enterprise practice. Let students with outstanding performance and ability participate in school-



enterprise management, and improve students' entrepreneurial ability through practical exercise.

## 2. Construct a perfect student pioneer park and science park

The construction of college students' pioneer park and science and technology park needs the joint support of government, colleges, enterprises and social organizations, and a perfect college students' pioneer park and science and technology park can be constructed through multi-party cooperation. In order to attract college students' entrepreneurial enterprises into the park, on the one hand, the government can help college students' entrepreneurial projects by providing rent subsidies, free political education, free loan guarantees, etc. On the other hand, in order to better attract and retain talents, colleges and universities should organically connect with the Pioneer Park, and convene college counselors to hold the Pioneer Park Conference, so that all college students can understand the relevant information of the Pioneer Park [10]. Through campus broadcasting, card exhibition and other ways, we will increase the exposure of the Pioneer Park, expand the publicity of the Pioneer Park, and make students clear the relevant policies of the Pioneer Park and the process of applying for residence. At the same time, by setting up a special website to publicize the Pioneer Park, entrepreneurship policy, etc., more entrepreneurs can communicate with each other to guide entrepreneurship methods and become a platform for entrepreneurs to communicate. In addition, whenever a new enterprise enters the entrepreneurial park, colleges and universities should vigorously publicize it. The main cooperation and training objects of the Pioneer Park are college students, and vigorously support entrepreneurial projects focusing on college students, giving priority to providing employment opportunities for students in cooperative colleges.

## 3. Strengthen the cultural propaganda of enterprises in training base

Enterprise culture is a kind of enterprise value which is gradually formed in the development of an enterprise and recognized and respected by employees. We should pay attention to the integration of enterprise culture and practice base as a "micro-enterprise". Specifically, in order to implement the management concept and quality standards of the company's products, it is necessary to strengthen the cooperation between the practice base and the enterprises, and let more students understand the corporate culture through different forms of publicity.

## 4.5. Create a Cultural Atmosphere

Cultural atmosphere is a catalyst to stimulate students' entrepreneurial awareness and enthusiasm, and a good cultural atmosphere can play a good role in promoting students' entrepreneurial education. Therefore, colleges and universities should adhere to the theory of all-round development, actively organize a variety of extracurricular activities, establish diversified entrepreneurial consulting channels, strengthen the construction of campus cultural atmosphere, establish consulting institutions on entrepreneurial information, and create a cultural atmosphere suitable for students' all-round development.

### 1. Attach importance to organizing diversified extracurricular activities

First of all, the government should establish a sound social environment. On the one hand, it can formulate targeted assistance policies according to the entrepreneurial projects of entrepreneurial college students, so as to mobilize the enthusiasm of college students to start businesses, create a good atmosphere for active entrepreneurship, and make a good entrepreneurial atmosphere become common in society. On the other hand, for successful entrepreneurs, the government should intensify its publicity efforts, and publicize their successful cases to college students through various channels such as television and internet, so as to improve students' entrepreneurial confidence. Secondly, we should guide students of different majors, give full play to their own advantages, and actively integrate their majors into entrepreneurship education, such as holding entrepreneurship competitions, conducting academic salons and a series of activities. Secondly, only by continuously improving the level of

the construction of scientific and technological team, can students understand science with the times, and choose entrepreneurial projects that suit themselves and conform to the development of the times according to their own understanding of the current development trend of science and technology. Finally, colleges and universities can set up entrepreneurship associations and societies for students to exchange and learn from each other, so that students can attach importance to entrepreneurship education and create a good entrepreneurial atmosphere.

#### 2. Actively expand the channels of entrepreneurship consultation

Colleges and universities should always take serving students as the first priority of entrepreneurship education, provide multi-channel entrepreneurship consultation and provide theme services of entrepreneurship education according to students' demands. First, use various campus networks, such as group chat, campus public number, campus official microblog, email, etc., to provide convenience for students' question consultation, so that students can learn about entrepreneurial policies and entrepreneurial processes anytime and anywhere [11]. Second, the government can invite some successful entrepreneurs to give lectures, so that students can communicate with entrepreneurs at close range, listen to their successful cases, stimulate students' interest, and then better understand the knowledge about entrepreneurship education. Third, colleges and universities can set up special entrepreneurial guidance teams and entrepreneurial guidance centers, where each entrepreneurial guidance teacher guides a certain number of students, provides different teaching guidance according to the situation of each student, and provides out-of-class guidance for students' entrepreneurship.

#### 3. Attach importance to strengthening the construction of campus culture

Under the guidance of China's socialist core values, colleges and universities should deeply implement the scientific concept of entrepreneurship education, pay attention to cultivating the cultural awareness of college students in the new era, and build a positive, distinctive and innovative campus cultural environment. As the builders, enjoyment and disseminators of campus culture, colleges and universities should not only attach importance to the interpersonal relationship of college students, but also strengthen the construction of campus spiritual culture. On the one hand, colleges and universities should guide students to strengthen interpersonal communication and coordinate the relationship between people by participating in various school partnerships. On the other hand, we should pay attention to cultivating students' ideological quality, cultivating students' innovative consciousness and enhancing students' practical ability.

#### 4. Establish an entrepreneurial information consulting institution

Most students choose to start their own businesses because of their own interests. When they are asked about the risks of entrepreneurial projects, they are often unable to answer them. With the development of students' entrepreneurial projects, the risks and losses caused by the failure of entrepreneurship will gradually increase. In order to avoid this situation from happening in students' entrepreneurship, colleges and universities should set up an entrepreneurial information consulting agency to evaluate the risks of students' entrepreneurial projects. At the same time, as a service organization, the team composition of the entrepreneurial information consulting organization itself also needs to have strong entrepreneurial theory knowledge and have enough understanding of the current market environment of a project. Only in this way, when students consult their own entrepreneurial projects, the information consulting institutions can predict the development direction of their entrepreneurial projects and give guidance according to their unique characteristics. When students' entrepreneurial projects are found to have risks, they can point them out and take timely measures to minimize students' losses. After all, colleges and universities aim at teaching,

and the number of entrepreneurial tutors employed is limited, so the problems encountered by students in the process of entrepreneurship cannot be completely solved. At this time, with the existence of entrepreneurial information consulting institutions, these problems can be solved easily. Entrepreneurship information consulting institutions can not only help college students understand the latest information of entrepreneurial projects and promote the development of entrepreneurial projects, but also enable college students to know the risks in their own entrepreneurial process and make timely countermeasures.

## 5. Summary

In a word, the mode of entrepreneurship education in colleges and universities in China is still not perfect, and there is still much room for improvement. Encouraging college students to choose to start their own businesses plays an important role in maintaining social stability. However, because college students have enough social experience and little experience, they will always encounter various problems and difficulties in the process of starting their own businesses. Therefore, college educators should have a strong sense of social responsibility, carefully study the ways and contents of college students' entrepreneurship education, improve the quality and level of college students' entrepreneurship education in many ways, and make contributions to the development of China's education with practical actions!

## Acknowledgements

2019 School-level Education and Teaching Reform Research and Practice Project of Anyang Normal University: Research on the Integration of entrepreneurship education and professional education curriculum system (ASJY-2019-BZD-014).

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