

On the College Enterprise Education from the Perspective of Community Education

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Abstract—With the rapid development of the enterprise education in universities, it is worth studying how to integrate the enterprise education with community education so as to help people in the communities increase their degree of education. These years have witness diversified integration and exchanges carried out by college enterprise education and the establishment of cooperative practical teaching systems which served the community education. This paper analyzed the intercommunication relationship between the two educations from the perspective of community education, and then affirmed the necessity of taking college enterprise education to serve community education, and proposed effective strategies to promote the education integration.

Keywords—community education; enterprise education; university; innovation

I. RESEARCH BACKGROUND

At present, China's college education is undergoing great reforms, showcasing the characteristics of application and professionalism, which make it possible to serve the community education. College education serving community education has become the main form and mainstream of community education in the new era. College education should give full play to its resources and places, provide the necessary conditions for community education, and promote the steady improvement of community education.

II. COLLEGE ENTERPRISE EDUCATION NEED TO BRIDGE WITH COMMUNITY EDUCATION

Currently, enterprise education has become increasingly popular in universities in China. Its ultimate goal is to organically combine theoretical teaching, practical teaching and entrepreneurial ideas to train college students' entrepreneurial awareness and thinking, cultivate entrepreneurial ability, and improve the theoretical level of entrepreneurship. College entrepreneurship education should coordinate well with community education, in order to better promote college students to serve the community, give play to the role of community education, take advantage of the community's manpower, meet people's growing needs for better life, and build innovative communities.

The development of community education requires the innovation on education mode. The innovation needs to be backed by entrepreneurial talents, and needs the cooperation of

higher education, a talent training system, and various supports for the community education. At the same time, various factors like local government policies on community, community education models and methods exert an important influence on college students' entrepreneurship. All these issues promote the community education and college entrepreneurship education to form a benign interaction and finally achieve mutual benefit.

With the deepening of China's higher education reform, there emerges the regionalized teaching. The integration of college enterprise education and community education is the key to whether the local colleges can launch the enterprise education and is critical to the education's survival and development. The individualized development of community education determines the individualized development of colleges and universities [1]. Therefore, the cultivation of entrepreneurial talents in colleges and universities enriches the community's innovation resources, improves the community innovation system, and helps the community economy to achieve leap-forward development. It is also the way to reform the university's differentiated and diversified development during the period of popularization of higher education.

III. THE STATUS QUO OF COLLEGE ENTERPRISE EDUCATION

A. Education model lacks of innovation

In 2015, General office of the state council released the Opinions on Deepening the Reform of Innovation and Entrepreneurship Education in Colleges and Universities which pointed out that college should update knowledge about innovation and entrepreneurship, complement the education concept and help students improve innovative thinking and gain innovative capability[2]. In the fifth plenary session of the 18th central committee of the CPC, five principles of development are proposed with innovation going at the primary position. Contemporary college students are the most innovative, and the best entrepreneurial group. Innovation is to constantly reform and upgrade the original material or spiritual. The qualitative change in Marx's theory refers to the emergence of new things and the demise of old things, indicating that new negation of old things. Things will move from affirmation to self-denial, and then negation to a higher level of affirmation. That is the law of negation of negation. Similarly, innovation is a breakthrough, breaking through the original thinking and creating a new revolution. The traditional college teaching and learning model is very boring for students,

2018 Dalian Vocational Technology Education Scientific Research Institute Key Project "On the Path of Vocational Education Colleges Serving Community Education" (No.DZKY2018A03)

and lacks of the innovation. The students are forced to accept the concept of entrepreneurship. Therefore, to make progress on the traditional thinking mode, we must first strengthen the promotion of entrepreneurial knowledge, create entrepreneurial ideas, promote the entrepreneurial atmosphere, and learn creativity. Enable students to understand entrepreneurship through multiple channels. Then, let them broaden the horizon and enhance communication skills through online education, offline learning and discussion. Finally, on the basis of understanding, through the simulation of practical education to carry out training, improve thinking, and cultivate the creative spirit and development ability of college students.

B. Unreasonable curriculum of enterprise education

Earlier in 2016, the ministry of education has required colleges to set course about innovation and entrepreneurship. At that time, how to carry out enterprise education became the chief problem with most courses going unreasonable. We should cultivate students' innovative thinking, and then carry out differentiated education according to the characteristics of professions. However, most innovation and entrepreneurship courses are elective courses with few class hours. In this respect, the curriculum may be concluded when students begin to show interest in it and even give up the desire to start up business when graduating. It proves that schools have paid little attention to this kind of courses. Given this, the courses should be launched as compulsory for students and curriculum should be designed with the talent training programs of universities. First, we need to recognize that innovation and entrepreneurship course is set to cultivate talents who can actively respond to the country and make contributions to the whole society. Then, with the basis of professional knowledge, we can take into consideration the college students career planning, and guide the students to finish business plan and take part in social practicing activities. Apart from that, we can adopt questionnaire to support the innovation and enterprise course. Finally, according to the personnel training program, we need to spend few weeks on practical training to associate the learning with practice. Alongside the teaching, we need to strengthen the ideological education. It should be noted that the enterprise education is not set to cope with the learning tasks; instead we need to teach students how to start business and establish enterprises without going away from theory or practice. In a word, we need to carry out a sound enterprise education to impart the innovation and entrepreneurship concept while improving student's innovative thinking.

C. The quality of teaching staff needs to be improved

Currently, the college teachers spend more time on delivering entrepreneurial theories without telling students how to practice. Therefore, students have no experience in entrepreneurship. Today, college students have little idea about entrepreneurship through the teachers, internet or books. So many college students haven't realized the importance of entrepreneurship. Therefore, with regards to the faculty of entrepreneurship education, teachers lack entrepreneurial experience, deliver outdated entrepreneurial thinking with no innovation, or simply stay in the traditional entrepreneurial model. Without experiencing by themselves, teachers organize the enterprise class by just simple dictation, or the courseware

display, which cannot well present the content. Under this circumstance, the teaching effect is poor. Therefore, it is necessary to hire entrepreneurs with experience in the society to explain the entrepreneurial knowledge to the students in colleges and universities. We can also invite related personnel of large and medium-sized enterprises to teach the students, with their own entrepreneurial experience, and others' cases to arouse the students' interest. Multiple channels and multiple elements can be adopted to enable students understand the content of entrepreneurship. Analyze the content and materials from multiple angles. Arrange teachers of different types of different disciplines, and different professions to carry out the class. When launch cooperation between disciplines and enterprises, we must have certain knowledge reserve, improve the quality and knowledge of students, establish a theory of entrepreneurship, and combine theory with practice. At the same time, we must correctly grasp the guiding application and master the elements, types and processes of entrepreneurship.

D. Enterprise education is without purpose

Today's enterprise education only delivers the concept without target, and teachers even think that entrepreneurship is more for the competition, ignoring the fundamental purpose of entrepreneurship. Entrepreneurship is the process of creating value wealth and finding opportunities. In college education, we should not only refer it to business startups by individuals or groups or some certain kind of activities in the society. Instead, we should take in the basic knowledge of our own profession, make innovations and engage in entrepreneurship, and ultimately establish an influential emerging industry. Teachers should help students set the goal to serve the society, so that they can be motivated to grasp the current ideology to win the future. For the college students, the purpose of entrepreneurship is to realize its own value, to chase their innermost dreams, and to interpret the meaning of life. At the same time, contemporary college students should take with the pioneering spirit to step to the social and economic market reform, to realize the Chinese dream and socialist values, and establish a life outlook. After realizing personal value, we can promote the market in China and push our own enterprises to the domestic market and even the international market. Only under such educational goals can we cultivate and improve college students' awareness of innovation and entrepreneurship. Finally, we must enable university students to go deep into the society and the market, obtain practical ability, and learn dialectical materialism. These will have great significance for the country and even the international community [3].

IV. ANALYSIS OF THE PATH OF COLLEGE ENTERPRISE EDUCATION SERVING COMMUNITY EDUCATION REFORM

A. Analysis of supply side of community education

In the report of the 19th National Congress, the general Secretary Xi has stated that we should accelerate the construction of a learning society and vigorously improve the civil quality. The community has always been a weak point of China's education. People have been considering how to build a community service system, how to cope with the increasing demand, and how to improve the supply of community

education. To address these issues, we need to keep eye on how to promote community education to support students' entrepreneurship in colleges and universities. Community education should be combined with the local cultural and economic construction to form a large-scale education system. It is also necessary to elect the heads of various mechanisms to strengthen the management of the departments, and promote community education and college students' entrepreneurial activities. While teaching students basic theoretical knowledge, Colleges and universities can cooperate with the community to support students to do entrepreneurial projects. That promote the supply-side reform of the community service system through colleges and universities will contribute to the supply structure of community education and improve the quality of development of communities and universities.

B. How does community education feedback effectively to college enterprise education?

With the development of society, community education rises. We should encourage colleges and universities to launch colorful and high-quality community education activities, and provide a practical platform for college students to innovate and start businesses, so that entrepreneurial students apply what they have learnt in colleges and universities to the social activities. In the community education, we should draw up a plan on student profile, study analysis etc., with the entrepreneurial training and the educational characteristics of the community, and then put forward specific measures combined with the characteristics of students for different learning stages. As for the students with weak entrepreneurship awareness, we should strengthen management, communicate with the school departments, and check how they learn the entrepreneurship every day. Ask students to learn with purpose, find out the difference between the theoretical knowledge learned in the school and the practice training of the community education and entrepreneurship, and then let the students complete the enterprise planning book independently, through which assess whether the students really understand how to start the business. In this way, we can make clear to whether they have achieved the expected learning standards, and finally feedback the student's learning situation with the entrepreneurial students' quality, questionnaire about community education and entrepreneurship system to the colleges and universities while scoring on the Internet, and submit the paper documents to the university. Introduce entrepreneurial education model through the community to let entrepreneurial students lead the future and serve the society [4].

C. Recognize positioning to bridge accurately

To produce the college students who can serve the society, enterprise education should not only teach students the entrepreneurial knowledge, but also encourage them to make innovations and engage in practical work. Therefore, we must change the model and concept of the education from the ideological point of view, and thoroughly implement the spirit of the report of the 19th National Congress of the Communist Party of China, and carry out the entrepreneurship education in all aspects of colleges and universities and throughout the whole process of serving the society. As students are facing increasing employment pressure, how to effectively cultivate students' entrepreneurial ability is an important issue. The truth is, only from the classroom teaching, students can hardly understand the authenticity of entrepreneurship. They also need the community education where they can combine theory with practice, go into society and learn to think and analyze in the practice of entrepreneurship. This is a good way to facilitate students' entity entrepreneurship, and can help them grow and contribute to the society in the future. Therefore, the education of contemporary college students should also be changed with the needs of the society. After learning the theoretical knowledge in colleges and universities, college students can move to the community education and entrepreneurship in combination with the characteristics of their profession. In this new-type education model, we can produce the innovative talents that can better serve the society.

V. CONCLUSION

In summary, this paper, through the analysis of the supply side of the community education and the service of the enterprise education in colleges and universities, explores a way of intercommunication between enterprise education and community education, to enable college enterprise education to better serve community education.

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