

Research on the Construction of Entrepreneurship Marketing Curriculum Education System

Peng Zhang

School of Economics and Management, Inner Mongolia University of Science and Technology, Baotou, Inner Mongolia 014010

Abstract: This study adheres to the concept of the integration of professional education and innovation and entrepreneurship education, designs the teaching content of entrepreneurship marketing course, constructs three classroom systems, builds two teacher teams, constructs the teaching method of “entrepreneurship marketing” course, and builds the project-oriented driven entrepreneurship marketing course education system, which aims to promote the reform of talent training mode and effectively improve the “entrepreneurship marketing” ability required by college students’ innovation and entrepreneurship practice, to better stimulate college students’ real internal needs and conscious actions for innovation and entrepreneurship activities, to encourage graduates to boldly innovate and start businesses after entering the society, and to contribute to the national economic construction.

Keywords: Entrepreneurial marketing; Curriculum construction; Education system

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Introduction

Entrepreneurship marketing course is a new practical course for college students in the new era, which can effectively solve the problem of “two skins” between specialty and innovation and entrepreneurship education in traditional courses. “Entrepreneurial marketing” refers to “the process in which entrepreneurs use marketing thinking and leverage to obtain various resources necessary for the survival and development of entrepreneurial enterprises by virtue of entrepreneurial projects composed of entrepreneurial spirit, entrepreneurial team, business plan and innovative entrepreneurial achievements.” This paper focuses on the construction of an interdisciplinary, cross-disciplinary, orderly progressive, and organically connected entrepreneurial marketing curriculum education system to promote the reform of the talent training model, effectively enhance the “entrepreneurial marketing” ability required by college students for innovative and entrepreneurial practice, and stimulate college students The real internal needs and conscious actions of innovation and entrepreneurship activities encourage college graduates to boldly innovate and start businesses after entering the society, and make due contributions to national economic construction.

1. Design “entrepreneurial marketing” course teaching content

In view of the short board problem of college students’ entrepreneurship, we design the course of “entrepreneurship marketing” as a “project-oriented” course structure with the interaction and integration of theoretical knowledge and practical ability, with “identification of entrepreneurship projects-incubation of entrepreneurship projects-packaging of entrepreneurship projects-promotion of entrepreneurship projects” as the main line, it mainly includes introduction to entrepreneurial marketing, entrepreneurial resources and resource leverage, equity design and recruitment of entrepreneurial partners, entrepreneurial project start-up and incubation, entrepreneurial project planning and packaging, entrepreneurial project roadshow and promotion, project financing agreement and delivery, and docking internal entrepreneurship. The implementation of practical teaching with the help of project tasks and individual training in each teaching link is helpful to the cultivation of students’ entrepreneurial ability and comprehensive ability, so as to realize the organic unity of knowledge goal and ability goal in the curriculum reform of “entrepreneurship marketing.”

2. Building three classroom systems

The first class is the teaching class, which focuses on the teaching of theoretical knowledge. In the teaching process, teachers should pay attention to the cultivation of students' ability to use marketing knowledge to analyze and solve the problem of entrepreneurial resource constraints, so that students can understand the connotation, essence and form of "entrepreneurial marketing" as soon as possible, so as to stimulate students' interest in learning the course of "entrepreneurial marketing" and cultivate their entrepreneurial spirit, innovative entrepreneurial consciousness and marketing skills.

The second classroom is the practice classroom inside and outside the school, focusing on the construction of the practice platform. Teachers should guide college students' innovation and entrepreneurship teams to master the product development process and market development skills, write business plans skillfully, be good at using marketing methods to solve the problem of entrepreneurial resource constraints, and use enterprise projects or practical platforms to carry out actual combat, and can also transform innovation and entrepreneurship achievements with market prospects on the spot. At the same time, build a school-enterprise co-construction, industry-education integration practice training base, and further pay attention to the cultivation of students' entrepreneurial personality, innovative consciousness and marketing thinking in practice.

The third class is an innovation and entrepreneurship competition activity class, focusing on the planning of various skills competitions, mainly including enterprise proposition competitions and various "double innovation" competitions. The "Entrepreneurship Marketing" class will try to conduct multiple evaluations and assessments of students through dual-creation education and teaching, so as to select outstanding students with strong willingness to innovate and start businesses and scientific marketing concepts to enter the third class, and use the "action-oriented" and "project discussion" combined training forms to provide differentiated personality guidance and prepare for the competition. In addition, the enterprise proposition competition is incorporated into the daily teaching activities of "entrepreneurship marketing". Through the cooperation between schools and enterprises, a platform for production, education, government and research is set up, and the competition is co-hosted, so as to link the activity of students' participation in the competition with the corresponding credits of the practical course of "entrepreneurship marketing".

3. Building two teams of teachers

With the construction of teaching staff as the core, we will build two professional teacher teams: the "academic school" tutor in the school and the "practical school" tutor outside the school, so as to make up for the biggest short board of the integration of special creation. The first is to build a professional-oriented school "double creation" teacher library. Adhere to the principle of full-time and part-time combination, create continuous on-the-job learning opportunities and training platforms for them, and enhance their practical ability and innovative consciousness. The tutor team of "Entrepreneurship Marketing" courses is mainly composed of teachers with different disciplines and professional backgrounds, project experience and practical experience, and is mainly engaged in cutting-edge knowledge research and learning achievement assessment of "Entrepreneurship Marketing" courses. The second is to build an entrepreneurial-oriented off-campus "double-creation" mentor library. Make full use of industrial parks, science and technology innovation parks and other platforms to gradually establish a teaching system for entrepreneurs to give part-time lectures, hold lectures, and serve as practical tutors in colleges and universities, and incorporate model education and entrepreneurship education into the "entrepreneurial marketing" curriculum system to stimulate college students. The empathy effect of potential entrepreneurs produces a stronger synergy effect.

4. Construction of "entrepreneurial marketing" course teaching methods

The first is teacher-led, design "value output" program to promote project-based learning. Teachers are the organizers and guides of the course teaching of "Entrepreneurship Marketing". In the theoretical teaching stage, teachers in the school fully deconstruct and explain the theoretical knowledge of "Entrepreneurship Marketing". On the basis of entrepreneurship education, tutors outside the school conduct entrepreneurship case analysis and model education with the course of "Entrepreneurship Marketing". Finally, the two jointly design a complete project practice plan and provide it to students through situational teaching, for its choice, let the students into the practice stage. In the project practice stage, teachers inside and outside the school give full play to their respective teaching advantages, and jointly guide students to participate in the research, discussion, practice and exploration of the project through the problem-solving-centered teaching method, until the use of marketing thinking and leverage to find the path and method to solve the problem. In addition, teachers must participate in various discussions and organize a group team to demonstrate the results after each practical project is completed. In the assessment and evaluation stage, the assessment team is jointly assumed by the instructors inside and outside the school. The instructors should classify and guide the students in the roles of participants and guides, guide the students

to discuss interactively and find out the problems, and finally return to the theoretical teaching stage. In this way, the whole process of teaching implementation not only helps to improve students' innovation and entrepreneurship ability and cultivate entrepreneurship, but also helps teachers and students to explore, discover and research together, so as to promote the relationship between teachers and students.

The second is student-centered, creating "real learning" scenarios and strengthening experiential learning. In the implementation process of the action-oriented teaching mode, teachers guide students to integrate into the entrepreneurial scene for situational simulation through the practical scheme of innovation and entrepreneurship projects designed before class, and establish corresponding virtual entrepreneurial teams with the help of grouping. The main task is to reproduce the scene and explore the problems. In the teaching stage of theory, practice and assessment, teachers decompose the course into modular project practice according to the content of "entrepreneurship marketing", while the student entrepreneurship team chooses their own project design scheme according to the actual needs of different projects, sets corresponding work tasks, and formulates the responsibilities of various work. At the same time, the entrepreneurial team will also conduct an open selection within the entrepreneurial team to elect the project leader of the entrepreneurial project planning scheme. Students are the main body, and their action participation process is roughly as follows: familiar with the entrepreneurial marketing process-project interpretation and division of tasks-division of labor and cooperation and discussion and analysis-inventory of resources, integration of resources-completion of works and display-summary of feedback. During the entire learning period, the active participation of students is a strong support for the realization of teaching goals. The student team can make full use of the spare time inside and outside the classroom to sort out materials from library documents, government reports, policy information announcements, industry organization research reports and other related fields., Absorb the valuable, creative, and scientific views of all parties, and form a preliminary entrepreneurial marketing plan after extensive discussions within the team. In the specific practice process of the design scheme, students integrate theoretical knowledge and practical cognition under the guidance of teachers, and change from passive knowledge acquisition to active knowledge seeking and resource acquisition. This is not only conducive to enhancing students' comprehensive abilities such as theory and practice transformation ability, communication and cooperation ability, but also conducive to encouraging students to learn to identify opportunities in the surrounding environment and market, cultivate entrepreneurial awareness, tap entrepreneurial potential, and shorten the reserve time of entrepreneurial resources for potential entrepreneurs.

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About the author:

Peng Zhang , 1975.2, male, Han, Anshan, Liaoning, graduated from Central South University, doctoral candidate, major in business administration, research direction: consumer behavior