

Exploration on the Reform of Legal Education Courses for Young Students' Entrepreneurship

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Abstract: In recent years, the number of college graduates in my country has been increasing year by year, and there is obvious pressure on employment. Under the background of "mass entrepreneurship and innovation", more and more young students have become a new force in entrepreneurship. However, young students' start-ups are greatly affected by external factors such as the macroeconomic environment and policies and laws in their development, and they are likely to cause legal risks in their operations. Supporting and helping young students' entrepreneurship is also an important topic of college education. Studying the legal education of young students' entrepreneurship can change the employment pressure faced by our country in a practical sense and promote the harmonious and stable development of society.

Keywords: Entrepreneurship Education; Law Education; College Curriculum Reform

1. Raising the problem

In 2020, 8.74 million fresh graduates from colleges and universities in my country will face unprecedented pressure for employment under the dual pressure of the new crown epidemic and the number of graduates hitting a record high. The employment of college graduates is related to the vital interests of the majority of students and their families, to socialist modernization, and to social harmony and stability.

The training of young students should face the new normal of regional economic and social development and industrial transformation. Therefore, colleges and universities should pay more attention to innovation and entrepreneurship education to help students avoid entrepreneurial risks.

2. Overview of young students' entrepreneurship in my country

In recent years, under the severe employment situation, self-employment has become a new employment choice for many young students.

2.1 Investigation on the status quo of young students' entrepreneurship

2.1.1 Number of young students starting their own businesses in my country in the past five years

Beginning in 2015, a certain percentage of students choose to start their own businesses every year, which was the same in 2015 and 2016; in 2018, the percentage of self-employed businesses was the highest, at 2.7%; in 2019, it fell back to 1.6%.

Among the 2018 graduates, 6.2% of the students in other forms of employment, except those who are self-employed

immediately after graduation, chose to start their own businesses within three years of graduation. A survey of 2019 graduates found that the proportion of students who started their own businesses after graduation continued to rise to 8.1%. Among the entrepreneurial companies of the 2018 class of students, 44.8% are still operating in a healthy manner, that is, the survival rate of the 2018 class of college students' new startups is 44.8%.

2.1.2 My country's young students' self-employment industry choices in the past five years

"Education industry" is the most important field for college students to start their own businesses in recent years. 24.5% of undergraduates who start their own businesses choose the education industry to start businesses, mainly in education and vocational training, elementary and middle school education, as well as literature and art, design, sports, etc. The proportions of entrepreneurs in the "culture, sports and entertainment industry" and "retail industry" are also relatively high, at 15.8% and 8.6% respectively. From the perspective of their main job positions, young students' entrepreneurship in the cultural, sports and entertainment fields is mainly as photographers and freelance writing, while retail is mainly engaged in sales and e-commerce.

2.1.3 Income from independent entrepreneurship of young students in my country in the past five years

Taking the 2015 undergraduates as an example, the monthly income of self-employed people after graduation half a year (2015) is 5131 yuan, and after three years (2018) it is 11882 yuan, an increase of 132%, which is significantly higher than that of 2015 undergraduates average level (4042 yuan after six months, 7441 yuan after three years, an increase of 84%).

2.2 Analysis of the status quo of young students' entrepreneurship

The number of young students in my country who choose to start their own businesses when and after graduation is not a small number; the industries that choose to start their own businesses basically revolve around their familiar fields; the income of entrepreneurial students is higher than that of employed students in terms of starting point and increase.

However, it can be seen from the duration of the enterprise that young students' new ventures can continue to operate for three years, which is still less than 50% of the number of entrepreneurial enterprises. This also shows that students are facing various entrepreneurial risks in their entrepreneurship.

Young students tend to focus on resource accumulation and business expansion at the beginning of their business, and they don't have too much energy and time to do legal risk prevention and control work. At this stage, the company has limited funds, small scale, and high sensitivity to market changes. It is in determining business areas, obtaining business qualifications and business forms, striving for financial and tax preferential policies, as well as employee management, commercial contract signing, and intellectual property rights. There are insufficient understanding and blindly following the trend in other aspects, and legal guidance on entrepreneurship is needed.

3. Exploration on the reform of entrepreneurial legal education courses in colleges and universities

3.1 Development plan of entrepreneurship education curriculum

The earliest entrepreneurship education was initiated by the Communist Youth League Central Committee in 1988. In 1999, the Ministry of Education required universities to explore entrepreneurship courses. In 2016, the Ministry of Education required all colleges and universities to offer innovation and entrepreneurship courses and include credit management. In recent years, entrepreneurship education has shown the characteristics of "offline" to "online" around "Internet +".

In 2019, the Ministry of Education required that all demonstration schools combine the advantages and characteristics of their disciplines and professions to actively promote high-level teachers to lead the creation of an online "golden course" for innovation and entrepreneurship. In 2019, each model school should focus on the establishment of 1-2 high-quality online open courses for innovation and entrepreneurship education, and complete the launch by the end of August 2019.

3.2 Current status of entrepreneurship education law courses

Entrepreneurship legal education in Chinese universities has not yet formed an independent discipline. First of all, from the perspective of the curriculum system, entrepreneurship education courses and professional courses have not yet been integrated. Entrepreneurship training is not regarded as part of the mainstream education system, and entrepreneurship education is not integrated with subject education and professional education. Secondly, from the perspective of course

content, entrepreneurship education courses focus more on the theoretical aspects of entrepreneurship education, and the educational content is mostly based on entrepreneurial ideas and ideas, and lacks the content of combining theory and actual entrepreneurship. Thirdly, from the perspective of teaching objectives, most of them are reflected in the completion of prescribed tasks, rather than enabling students to have the ability to start a business and put them into practice, which lacks attractiveness to students.

3.3 Reform path of entrepreneurship legal education curriculum

3.3.1 Carry out universal entrepreneurship education for all school students

Classroom teaching is the most normal form of college education in our country. It can guide professional teachers to cultivate students' entrepreneurial awareness and establish entrepreneurial thinking while teaching professional courses, and then encourage students to cut into their professions and carry out characteristic entrepreneurship.

Entrepreneurship needs to conform to the reality of social development. In the process of popularizing entrepreneurial education, teachers pay special attention to increasing case teaching of related majors, broadening students' horizons, and expanding employment ideas and directions.

3.3.2 Carry out general education on entrepreneurship and law for specific student groups

Nowadays, college graduates have multiple choices for employment. Therefore, in the process of entrepreneurship education, it is necessary to "combine the popularization of entrepreneurial awareness and the eliteization of entrepreneurial skills".

It is suggested that higher education institutions can set up general courses in entrepreneurship law around the prevention of legal awareness. Select and teach courses such as "Enterprise Law" "Company Law" "Contract Law" "Labor Law" "Financial Law" "Tax Law" and "Intellectual Property Law" in a directional manner, from the choice of corporate form, commercial contract and human contract signing, financial Introduce entrepreneurial legal knowledge in law, taxation law and intellectual property law.

3.3.3 Set up entrepreneurial legal education content in practical courses

Entrepreneurship education in colleges and universities should break the boundaries between professional courses and practical courses, infiltrate each other, and integrate organically. While establishing entrepreneurial awareness, it should enhance students' comprehensive professional skills and entrepreneurial capabilities.

The current practical courses suitable for entrepreneurial legal education mainly refer to practical activities that cultivate students' ability to transform knowledge capital into economic capital, including activities such as entrepreneurial practice bases, sandboxes, and entrepreneurial planning competitions. At present, many universities have their own entrepreneurial competitions, practice bases and school-enterprise joint projects. In the process of carrying out practical training and education for students, targeted legal education should be given, and the proportion of entrepreneurial legal education should be increased, focusing more on the business management of entrepreneurs, business entities, market regulation of enterprises, rights protection and relief explanation of laws, regulations, and policies. This classification is conducive to meeting the different needs of different students, and also conducive to the effective allocation of limited resources in the school.

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