

# On the Research and Development of Entrepreneurship Education for College Students -- Taking Non-general Language Majors as an Example

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**Abstract:** “Entrepreneurship education” was first proposed in the International Symposium on education for the 21st century by the United Nations Educational, scientific and Cultural Organization held in Beijing in 1989. Colin Borg, founder of the world economic cooperation development organization “Establishment education” is to provide students with the knowledge, ability and psychological quality necessary to engage in the creative activities of the students through the education and development of the fundamental nature of the students’ founding and the ability to develop their skills. In October 1998, the United Nations Educational, scientific and cultural organization has held a conference on Higher Education in Paris, and it has made it clear that it must be the primary goal of higher education to foster students’ Entrepreneurship and entrepreneurship. In order to facilitate graduates’ employment, it should be a major concern for higher education to foster entrepreneurship skills and the driving spirit: graduates of the graduates are not only job seekers but also creators of the workplace. Eventually, the education of entrepreneurship was gradually emphasized and practiced in various parts of the world.

With the rapid development of China’s economy and the gradual acceleration of urbanization, many college students face more and more employment pressure after entering the society, especially college students majoring in foreign languages, especially those majoring in non-general language majors. The current situation of innovation and entrepreneurship education for non general language majors in Colleges and universities is not optimistic, and there are many problems.

**Keywords:** College student; Entrepreneurship education; Non-general language majors

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Entrepreneurship education for foreign language majors in Colleges and universities, especially for non common language majors, is a process of cultivating non common language students’ awareness of innovation and change, guiding them to learn to integrate resources and realize their dreams.<sup>[1]</sup> However, according to the current development situation, there are still many problems in Entrepreneurship Education for foreign language majors, especially for non-general language majors.

## 1. Research status of entrepreneurship education for non-general language majors

After searching the relevant entries in the major databases, the author found that there is almost no research on entrepreneurship education for non-general language majors. However, many scholars have done some research on entrepreneurship education for foreign language majors. For example, Wang Zhiteng and Duan Hanwu studied the innovation and entrepreneurship education system of foreign language majors. They analyzed the necessity of establishing the innovation and entrepreneurship education system of foreign language majors, discussed the difficulties in establishing the innovation and entrepreneurship education system of foreign language majors, and put forward the Countermeasures for establishing the innovation and entrepreneurship education system of foreign language majors. Sun Juan conducted a research on the exploration of foreign language talent training mode in local colleges and Universities under the background of innovation and entrepreneurship. She put forward the existing problems of foreign language talent training in local colleges and universities, and pointed out that the traditional foreign language talent training mode ignores the cultivation of innovation and entrepreneurship ability, The traditional foreign language talent training curriculum system ignores or lacks the innovation and entrepreneurship education module, and the foreign language teachers and students are not enthusiastic about innovation and entrepreneurship education<sup>[1]</sup>. Then, based on the background of innovation and entrepreneurship, she puts forward the

solution of foreign language talent training in local colleges and universities.

In China's academic circles, many relevant personnel have made relevant research on entrepreneurship education for foreign language majors, but no one has conducted research on entrepreneurship education for non common language majors. It can be seen that although colleges and universities begin to pay attention to entrepreneurship education for foreign language majors, they still lack relevant practice. In fact, there are still many problems in Entrepreneurship Education for foreign language majors in Colleges and universities<sup>[2]</sup>.

## **2. Development status of entrepreneurship education for non-general language majors**

The concept of foreign language education in China has been standing at the micro level of foreign language teaching for a long time, has not broken through the utilitarian thinking of foreign language education, is willing to serve the market demand, but underestimates or even ignores the cultural value and strategic significance of foreign language education.<sup>[2]</sup> The research of Dai Weidong and Wang Xuemei shows that first-class universities and disciplines pay more attention to global and national issues in scientific research, and pay more attention to innovation and humanistic knowledge in talent training. Wang Shouren, one belt, one road, and Dong Hongchuan, etc., emphasized that the development of foreign languages must be linked to the national strategy and the needs of the country<sup>[3]</sup>. We should take the training of foreign language professionals into the national strategic level of national security, "one belt and one road" and the construction of the community of human destiny.

"Mass entrepreneurship and innovation" is an important national strategic deployment and the only way to achieve high-quality economic development. As an important potential force of innovation and entrepreneurship, it is particularly important for college graduates to receive innovation and entrepreneurship education and cultivate innovation and entrepreneurship spirit and ability. Whether in terms of training mode or educational concept, foreign language majors pay more attention to students' professional education, and ignore the importance of innovation and entrepreneurship education for many years. The training of foreign language majors should adjust the direction, integrate innovation and entrepreneurship education into professional education, cultivate comprehensive talents for innovation and entrepreneurship, encourage entrepreneurship, broaden the field of employment and improve the entrepreneurship rate of foreign language professionals.

## **3. Problems in Entrepreneurship Education for non-general language majors**

### **3.1 The curriculum of innovation and entrepreneurship in the training program of foreign language talents in Colleges and universities is thin.**

At present, although colleges and universities have begun to pay attention to students' entrepreneurship education, it is often only reflected in a general elective course of fundamentals of College Students' innovation and entrepreneurship, or one or two foreign language professional courses with less class hours, which does not run through the whole process of university education<sup>[4]</sup>. Taking the entrepreneurship education of Russian language and literature major in a university as an example, there is only one course in the talent training program that reflects the cultivation of students' innovation and entrepreneurship ability, that is, the professional platform course Russian translation innovation practice. Many other schools across the country ignore entrepreneurship education in the curriculum of foreign language majors. It can be seen that although the current training program of colleges and departments offering foreign language majors has courses linked to majors to improve students' innovation and entrepreneurship ability, it is not closely related to professional practice ability.<sup>[3]</sup>

### **3.2 Among professional teachers, innovation and entrepreneurship teachers are relatively weak.**

Most foreign language teachers in Colleges and universities in China have solid professional knowledge and excellent teaching methods, but they have not formed a clear awareness of innovation and entrepreneurship in thought. At the same time, the cultivation of innovation and entrepreneurship ability is insufficient. In the teaching process, foreign language teachers do not pay attention to the cultivation of students' innovation and Entrepreneurship ability. On the contrary, although part-time teachers in enterprises are not professional and standardized in teaching methods and means, they have formed a prominent strategic vision, innovative consciousness and cooperative spirit in their work field, are good at thinking and responding, are good at summarizing and innovating, and are good at integrating resources across fields, industries, regions and even borders, These are often the personality traits and career inspiration that school teachers do not have<sup>[5]</sup>.

### **3.3 The resource allocation of innovation and entrepreneurship education for foreign language majors is insufficient, and the practice of entrepreneurship is weak.**

The practice link in the foreign language talent training program of colleges and universities in China has basically covered

the whole process of education, including language skill training, academic year thesis, language practice, translation practice and other links, but the practice link of innovation and entrepreneurship is still weak.<sup>[4]</sup> It is mainly reflected in two aspects: on the one hand, there are few hours of innovation and entrepreneurship practice, and the continuity is poor, which is often only arranged in one semester of senior grade. On the other hand, due to the shortage of internship funds or insufficient internship bases in many colleges and universities, most foreign language majors often choose independent internship. Foreign language majors who choose to practice on campus often participate in the pre-test counseling for CET8 in the Department. Students who practice off campus either concentrate on preparing for the graduate examination or directly start looking for a job. The traditional educational concept of emphasizing theory and neglecting practice is the biggest obstacle to practical teaching.

### **3.4 Lack of innovation and entrepreneurship guarantee system in foreign language colleges and departments.**

Due to the lack of understanding of cultivating students' innovation and entrepreneurship ability, the current innovation and entrepreneurship guarantee system in foreign language colleges and departments is scarce, which is rarely provided from the aspects of financial support, policy support, system support, evaluation system and so on.<sup>[5]</sup> Although the innovation and entrepreneurship project is supported by funds, the student leader should be the first author of relevant achievements and articles. Many colleges and universities do not give scientific research awards to instructors for the achievements of undergraduates as the first author, and the work of teachers can not be guaranteed from the perspective of funds, which hinders the enthusiasm of teachers to participate in the project to a certain extent; The results of innovation and entrepreneurship projects, whether qualified, good or excellent, are all passed, and there are few selection and reward policies for excellent results.

## **Conclusion**

Innovation and entrepreneurship education for foreign language majors is an indispensable part to enhance the innovation and entrepreneurship awareness and ability of foreign language talents and improve their competitiveness. However, according to the current research situation, colleges and universities do not pay due attention to the entrepreneurship education of foreign language majors, especially non lingual majors, resulting in many problems in the entrepreneurship education of foreign language majors in Colleges and universities.

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