

# Research on the Teaching Reform of Economics and Management Courses in Colleges and Universities under the Background of “Mass Entrepreneurship and Innovation”

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**Abstract:** Under the new era background of “mass entrepreneurship and innovation”, promoting the integration of mass entrepreneurship and innovation education and professional disciplines is the general trend of the development of colleges and universities, and also an important way to improve their comprehensive educational strength. Under the background of “mass entrepreneurship and innovation”, colleges and universities need to pay attention to cultivating students’ awareness of innovation and entrepreneurship, comprehensively improving students’ comprehensive ability, and at the same time, they need to carry out all-round reform of traditional teaching mode, teaching content and teachers’ teaching philosophy. This paper explores the teaching reform of economics and management courses in colleges and universities under the background of “mass entrepreneurship and innovation” education, and finds problems and deficiencies in teaching. In view of the above shortcomings, we will explore effective optimization strategies and elaborate specific optimization paths, so as to promote the development and progress of economic management courses and provide valuable reference for colleges and universities to cultivate comprehensive talents.

**Keywords:** innovation and entrepreneurship; Higher Education; Economic and management courses; reform in education

With the smooth transformation of China’s economy, a new trend of “mass entrepreneurship and innovation” has taken shape in society. As the “vanguard” of this wave, the society has put forward higher requirements for college graduates. At the same time, as China’s financial reform continues to deepen, economic management professionals, as the “main force” of the financial service industry, should pay more attention to cultivating their innovation and entrepreneurship to adapt to the new rhythm of economic development. Although the “mass entrepreneurship and innovation” education has been promoted in various colleges and universities, from its integration with traditional classroom teaching to the ratio of actual graduates participating in innovation and entrepreneurship, it has not reached the expected height. Professional teachers still need to start with teaching reform and make further exploration and research to ensure the training quality of “mass entrepreneurship and innovation” management talents.

## 1. The Necessity of Teaching Reform of Economics and Management Courses in Colleges and Universities under the Background of “Mass Entrepreneurship and Innovation”

Economics and management majors in colleges and universities are comprehensive and application-oriented disciplines, which need to develop students’ practical ability based on solid theoretical knowledge. Among them, practical ability is the focus of the training of economic management professionals, which has a positive impact on promoting the development of local economy. From the perspective of the overall development of China’s social economy, new requirements are put forward for high-quality and high-level talents, who need to have a certain sense of innovation and contribute knowledge to China’s economic transformation. At the same time, college students in China are also facing an increasingly severe employment situation, which requires colleges and universities to expand employment channels for them, change the students’ sense of limitations in employment, and promote their comprehensive and diversified development. Colleges and universities can not only alleviate their employment pressure, but also promote social vertical mobility and fairness and justice by cultivating students’ entrepreneurial ability, giving full play to the positive role of college talents. Therefore, it is an important measure to give full play to the talents by reforming the teaching of economics and management majors in combination with mass entrepreneurship and innovation education, which is of great practical significance and complies with the needs of China’s economic development.

## 2. Problems in the Teaching Reform of Economics and Management Courses in Colleges and Universities under the Background of “Mass Entrepreneurship and Innovation”

### 2.1 Lagging teaching concept of integration and development

After the concept of “mass entrepreneurship and innovation” was put forward, all major universities in China began to actively respond to this call and explore the convergence between “mass entrepreneurship and innovation” education and professional disciplines. However, in the process of specific implementation, each university needs to go through the exploratory stage, exposing the lack of understanding of the “mass entrepreneurship and innovation” education concept. For example, some colleges and universities did not really understand the connotation of mass entrepreneurship and innovation education during the implementation process, which led them to believe that mass entrepreneurship and innovation education is only to ease the employment pressure of college students, and focus only on the limited level

of promoting students' employment, thus ignoring the cultivation of students' innovation awareness and entrepreneurial ability in teaching. In this mode, the quality of talent training in colleges and universities is difficult to be improved in essence, and it is not conducive to promoting the all-round development of students. Some colleges and universities focus on improving students' entrepreneurial ability, thus neglecting innovation education, not to mention combining professional discipline knowledge to carry out entrepreneurship education, which makes the actual education effect difficult to approach the ideal state, and ultimately affects students' enthusiasm for innovation and entrepreneurship. These biased perceptions of mass entrepreneurship and innovation education in colleges and universities fully reflect the lag in the integration and development of education concepts.

## **2.2 The construction of teaching staff needs to be improved**

Under the influence of the lagging integration of teaching concepts, the construction of the teaching staff in colleges and universities has also exposed some problems, which need to be further improved. For example, at present, most colleges and universities do not take "mass entrepreneurship and innovation" education as a discipline and provide professional "mass entrepreneurship and innovation" teachers. Most of the mass entrepreneurship and innovation education work is in the charge of the employment guidance center, while most of the teachers are mainly career guidance teachers, counselors or deputy secretaries of the college. Teachers of management related professional courses rarely participate in them, and are only responsible for the normal teaching of professional courses. This phenomenon is not conducive to the integration of "mass entrepreneurship and innovation" education and professional disciplines. In addition, although some colleges and universities have begun to include professional teachers in the mass entrepreneurship and innovation education team, their participation level still needs to be improved, which is a key problem to be solved in the process of integration and development of "mass entrepreneurship and innovation" education and professional disciplines.

In terms of the composition of the teaching staff, most of the teachers undertaking the "mass entrepreneurship and innovation" education at this stage are teachers with rich teaching experience or teaching management experience, who have a solid theoretical basis, but lack practical experience and practical entrepreneurial ability. In this context, the teaching quality of practical links in integrated education will be greatly reduced, which is not conducive to improving students' practical application ability. At the same time, in the absence of practice, it is difficult for students to deeply understand the market and personally experience the risks of the market, reducing the confidence of students to participate in actual innovation and entrepreneurship.

## **2.3 The curriculum system needs to be improved**

At present, "mass entrepreneurship and innovation" education has not received due attention in the curriculum system of colleges and universities. Most colleges and universities set it as an elective course. As long as students complete the credits of the course, they can meet the requirements for graduation. To a certain extent, this will formalize the assessment of entrepreneurship and innovation courses, which is difficult to mobilize the enthusiasm of students to participate, and is not conducive to urging them to deeply understand the connotation and essence of innovation and entrepreneurship. Under the atmosphere of insufficient motivation of students' participation and low learning initiative, the teacher-student interaction in the classroom will also be affected, and the teachers of innovation and entrepreneurship are also difficult to set up in-depth, interactive and experienced teaching content. In addition, the position of "mass entrepreneurship and innovation" education in the curriculum system will also affect its integration with professional disciplines. When the integration of the two is not deep enough, the direction of "mass entrepreneurship and innovation" education is not clear, which makes students feel that the curriculum is too fake.

## **2.4 Insufficient utilization of educational resources**

Another dilemma faced by "mass entrepreneurship and innovation" education in the process of teaching reform of economics and management majors is that the role of education subject is not clear enough. First of all, from the perspective of resource utilization, the "mass entrepreneurship and innovation" education has been highly valued by the government, enterprises and universities, and local governments have also given strong support, issued a series of relevant supporting documents, opening the way for universities to carry out mass entrepreneurship and innovation education. These documents also provide policy support for cooperation between enterprises and universities, fully mobilize the educational resources of enterprises, and provide a practice platform for universities to cultivate application-oriented talents. However, at this stage, colleges and universities do not fully grasp the training of innovative and entrepreneurial talents, make full use of the educational resources provided by the government and enterprises, and do not completely solve the deviation between the training direction of colleges and universities and the needs of enterprises.

In addition, in the context of "mass entrepreneurship and innovation" education, the reform of economic management majors is a systematic and complex project, in which the government, schools and enterprises need to participate, not only with the support of policies and financial resources, but also with the participation of enterprises, to jointly build a platform for colleges and universities to cultivate innovative and entrepreneurial talents. However, in the process of implementing the "mass entrepreneurship and innovation" education in colleges and universities, the integration between government, enterprises, universities, industry, teaching and research is not enough, resulting in a weak sense of participation of students and teachers, unable to play their main role.

### **3. The specific path of teaching reform of economics and management courses in colleges and universities under the background of “mass entrepreneurship and innovation”**

#### **3.1 Change the teaching concept and attach importance to the development of integrated education**

The proposal of “mass entrepreneurship and innovation” education points out the direction for colleges and universities to improve the quality of talent training. To this end, colleges and universities need to change their educational concepts from the ideological source, and clarify the new goal of economic and management professional training under the background of “mass entrepreneurship” education, that is, to cultivate outstanding high-quality talents with innovative spirit and entrepreneurial ability. In the training of talents in the economy and management major, the teachers in this major need to change their educational philosophy, design the teaching content of the economy and management courses with the goal of cultivating innovative and entrepreneurial high-quality talents, transfer professional knowledge to students with the help of practical case teaching, and solve practical problems with practical experience, so that students’ awareness and ability of “mass entrepreneurship and innovation” can be improved in case analysis and discussion, Promote the effective implementation of “mass entrepreneurship and innovation” education in economic management majors.

This requires teachers of economics and management majors in colleges and universities to integrate innovation and entrepreneurship education into their subject knowledge, combine students’ daily performance and interests, tap their potential innovation and entrepreneurship awareness and ability, and guide them to turn their “golden ideas” into practical actions or plans with the help of practical links. In addition, the teachers of economics and management in colleges and universities need to take the integration of “mass entrepreneurship and innovation” education and teaching of economics and management as a long-term goal, cultivate students’ innovation awareness based on professional knowledge, and then develop their entrepreneurial ability, so that college students’ employment channels become diversified, and constantly deepen the degree of integration of the two.

#### **3.2 Rely on professional knowledge to build a “mass entrepreneurship and innovation” type faculty**

Teachers are important participants and direct implementers of talent training in colleges and universities, and their comprehensive strength has a critical impact on the quality of talent training. Therefore, in the context of “mass entrepreneurship and innovation” education, colleges and universities need to attach importance to the construction of economic and management teachers, so as to promote the integration and development of “mass entrepreneurship and innovation” education and professional disciplines. In the construction of the teaching staff, colleges and universities can provide targeted training and rotation training opportunities in combination with the overall level of the teaching staff of the economic management specialty, so as to enrich the teachers’ knowledge reserves. At the same time, colleges and universities can regularly organize relevant activities to expand the vision of economic management teachers and promote them to explore the development trend of economic management in a collective environment. In this process, colleges and universities can provide opportunities to participate in high-level professional training, combine their training results and teaching achievements, and encourage and select excellent “mass entrepreneurship and innovation” teachers.

In addition, colleges and universities can also expand other channels to inject new blood into the “mass entrepreneurship and innovation” education of economic and management majors and break the inherent pattern of teachers’ composition. Colleges and universities can start from the following two aspects: First, they can provide “mass entrepreneurship and innovation” education and training for teachers of economic and management majors, make full use of their unique professional theoretical basis, and provide them with guidance on how to carry out “mass entrepreneurship and innovation” education. Second, colleges and universities can use cooperative enterprises to invite innovative talents from the enterprises to exchange and share ideas with students in the field of economic management; People with rich entrepreneurial experience and successful entrepreneurial experience can also be invited to participate in the “expert lecture” activity of colleges and universities to share practical innovation and entrepreneurship ideas and achievements with students, and encourage students to step into the field of innovation and entrepreneurship with more convincing practical cases. Colleges and universities can also make full use of alumni resources to hire practitioners in economic and management fields as practical tutors for students, so as to enrich students’ understanding of mass entrepreneurship and innovation education from multiple perspectives and in an all-round way.

In a word, in the context of “mass entrepreneurship and innovation” education, colleges and universities need to focus on building a “mass entrepreneurship and innovation” type teaching team. First, they need to focus on the construction of the school’s economic and management professional teaching team, focusing on the development of the school’s teaching team, supplemented by the integration of multiple social channels, so that innovation and entrepreneurship education relies on the economic and management professional knowledge, and effectively implemented in the talent training work.

#### **3.3 Establish the “Three Steps” curriculum system according to the talent training objectives**

In the context of “mass entrepreneurship and innovation” education, the training of economic and management professionals in colleges and universities needs to be hierarchical, focus on professional knowledge education, and integrate mass entrepreneurship and innovation education on this basis. When carrying out integrated teaching, teachers need to further combine the actual situation of students,

teach students in accordance with their aptitude, provide personalized innovation and entrepreneurship guidance for different students, and stimulate their enthusiasm to participate.

Therefore, colleges and universities need to change the traditional teaching mode, integrate “mass entrepreneurship and innovation” education into the whole process of the teaching of economics and management majors, infiltrate the concept of innovation and entrepreneurship education from the beginning of freshman enrollment, combine the professional knowledge of economics and management, inspire students’ innovation and entrepreneurship thinking, so that they can get the enlightenment of the concept of “mass entrepreneurship and innovation” at the initial stage of contacting university education. For example, colleges and universities can uniformly arrange “mass entrepreneurship and innovation” education courses for students majoring in economics and management. The teaching content is mainly based on actual cases to guide students to understand innovation and entrepreneurship.

With the promotion of the training of economic and management professionals, teachers can further integrate the concept of “mass entrepreneurship and innovation” and professional subject knowledge, and select typical cases to guide students to practice the idea of innovation and entrepreneurship in combination with the hot issues of “mass entrepreneurship and innovation” education in society and the frontier development direction of the economic and management field. In this process, teachers can pay attention to students’ daily performance, judge students’ potential in innovation and entrepreneurship, and conduct personalized education for them. For example, some students are particularly outstanding in scientific research and innovation, and colleges and universities can set up special guidance training classes for such students. Similarly, universities can also provide special training and entrepreneurship incubation bases for students with unique ideas and practical enthusiasm in entrepreneurship, such as industrial parks and financial valleys attached to universities. Transform the unified and large class education in the context of “mass entrepreneurship and innovation” into personalized and small class education, fully respect the individual differences of students, teach students in accordance with their aptitude, and let students develop personal development plans based on their overall strength, so that their talents can be fully displayed.

### **3.4 Integrate resources of all parties and promote the in-depth development of integrated education**

According to the current utilization of various educational resources by the economic and management majors, colleges and universities need to explore ways to make full use of these social resources, reasonably design and arrange talent training programs for the economic and management majors, and promote the integration of “mass entrepreneurship and innovation” education and professional discipline education. For example, colleges and universities can make full use of the support provided by the government to carry out deep integration with relevant enterprises, combine knowledge related to innovation and entrepreneurship, provide education and guidance for students, make them realize the protection of intellectual property rights in the field of innovation, policy support in the field of entrepreneurship, and refine and deepen the training of economic management professionals. In terms of building the “mass entrepreneurship and innovation” education practice platform, colleges and universities can make full use of the support projects provided by the government and enterprises, take the science and technology industrial park as an important base for students to practice innovation and entrepreneurship, so that students have the support of the government, schools and enterprises, and help them pass through the practice period smoothly.

## **4. Conclusion**

To sum up, in the context of “mass entrepreneurship and innovation”, economics and management majors in colleges and universities need to face up to the problems in the current talent training work and point out the direction for further reform. To this end, colleges and universities can start from changing the teaching concept, paying attention to the integration and development of “mass entrepreneurship and innovation” education and economic management majors, implementing the actual needs of “mass entrepreneurship and innovation” education, and building a “mass entrepreneurship and innovation” type of teachers. In the process of carrying out talent training, “mass entrepreneurship and innovation” education is infiltrated from the simple to the deep, fully respecting the personalized needs of students, integrating the educational resources of the government, enterprises and schools themselves, so that the teaching of economic management majors under the background of “mass entrepreneurship and innovation” is more in-depth and practical.

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