

Construction of Training Mode of Entrepreneurial Type of Business Administration in Lingnan Normal University

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Abstract: In the 22st year of college enrollment expansion in China, a large number of talents have been transferred, but it also brings employment difficulties. This paper starts with the problems existing in the cultivation of business administration talents in Colleges and universities in China, and takes Lingnan Normal University as the research object, combined with the concept and law of the cultivation of entrepreneurial talents, explores the cultivation mode of entrepreneurial talents.

Keywords: Lingnan normal university; Major of business management; Entrepreneurial type; Talent training mode

1. Introduction

In 2010, the outline of national medium and long term education reform and development plan (2010-2020) (hereinafter referred to as the outline) was officially promulgated, which is also the first medium and long term development plan involving education in this century in China, and will play a decisive role in education reform and development. The outline defines the key points and guidelines of education reform in the future period, and makes specific provisions for improving the level of education and teaching, optimizing the structure of education, and training new talents.

It has been 22 years since the expansion of higher education in 1998, during which a large number of excellent talents have been sent to the country, but it also brings about the problem of employment difficulties for graduates. The employment problem of college graduates needs to be solved, because it is directly related to people's attitude towards higher education, and then it will affect the development of higher education and social stability [1].

2. Problems in the Training of Business Administration Professionals in Colleges and Universities in China

2.1. Lack of Innovation Ability, Against the Original Intention of the Major

Twenty years ago, the introduction of Business Administration Major in China was aimed at cultivating a group of graduates with Entrepreneurship and innovation ability and thinking for Chinese enterprises through higher education, which can be added to the competition of market economy. But for many years, the curriculum system of business administration has been around the theory, and set up a series of public basic courses and professional courses. In the first three years of college life, I only studied books in the classroom, from theory to theory. Generally, there are a few internship courses in the fourth year of University, but the actual effect is not ideal because there are too few class hours or students have started to find jobs. The business administration education in Colleges and universities often ignores the students' ability and consciousness of entrepreneurship and innovation, and the practice can not be effectively exercised, which makes the theoretical knowledge unable to be effectively transformed into skills [2].

2.2. Imperfect School Enterprise Cooperation Training Mechanism

The education of business administration in western countries has been very mature. Through cooperation with the government and enterprises, colleges and universities have formed a set of perfect training mechanism with entrepreneurship education and independent employment ability as the main line. For example, in some universities in the UK, enterprises will be arranged to cooperate with each other to train students according to their own characteristics, so as to achieve the purpose of learning for use [3]. The education of business administration is comprehensive and social, while the entrepreneurship education of this major requires that schools not only establish knowledge from textbooks, but also improve practical teaching [4]. In this process, on the one hand, schools are required to hire excellent enterprise managers to give speeches to stimulate students' entrepreneurial thinking; on the other hand, schools should also establish contacts with government departments to seek financial support for entrepreneurship education. Obviously, our business administration major has not formed a multi-level and

three-dimensional cooperation mechanism among universities, enterprises and the government [5].

2.3. The Entrepreneurial Atmosphere on Campus is Not Strong

The atmosphere of entrepreneurship has not been formed in Colleges and universities in our country. Most graduates prefer government agencies, institutions and state-owned enterprises with stable career when they choose jobs. Such atmosphere is not conducive to the development of entrepreneurship education. The major of business administration is supposed to be the most backbone of entrepreneurship education. Without this kind of risk-taking spirit, and blindly following the rules, it will inevitably lead to the lack of entrepreneurship of students in this major. Culture is a kind of thinking inertia, which has the recessive social power to influence the action of the subject. Due to the lack of innovation and venture spirit in campus culture of colleges and universities in China, it will also affect the cultivation of entrepreneurial talents in business administration.

2.4. The Talent Training Mode is Single, and the Quality of Graduates Needs to Be Improved

Table 1. Statistical table of the items that the employer reflects the graduates' insufficient ability.

Under Capacity Projects	Sort	Statistical Frequency	Weight
Practical ability	1	62	0.17
Endure hardships	2	54	0.15
Communication	3	52	0.14
Professionalism	4	48	0.13
team spirit	5	47	0.13
Comprehension ability	6	43	0.12
Organization skills	7	25	0.07
Eloquence	8	20	0.05
Document processing	9	11	0.03
Else	10	10	0.03
Total		372	1.00

Source: According to the survey of employers of graduates majoring in Business Administration of Lingnan Normal University.

In the past 40 years of reform and opening up, great changes have taken place in the production and operation environment of enterprises. However, due to objective reasons, the educational theory of Business Administration Major in Colleges and universities in China still stays in the 1990s and cannot keep pace with the times. Influenced by the level of education, the quality of graduates can not adapt to the development of modern enterprises. For a long time, the major of business administration in Colleges and universities in China has attached great importance to theoretical teaching and despised practical teaching. Although there has been a change in concept in recent years, due to the state's policy intervention in this major, there is little difference in the major of business administration among colleges and universities, and the training mode is homogenized, which cannot highlight their own characteristics. This kind of "assembly line" can not meet

the needs of diversified talents in the market. Through the investigation of the employer, the results are shown in Table 1.

3. Understanding of the Concept and Law of Entrepreneurial Talent Training

3.1. Training Concept of Entrepreneurial Talents

The cultivation of entrepreneurial talents emphasizes the role of students in the development of social economy, which is a new concept and mode of running a school. Under this kind of training concept, we should not only transfer technology and create knowledge, but also directly participate in and support entrepreneurial activities. In the 1970s, a series of internationally renowned universities, such as Cambridge, Oxford, Yale and so on, put forward the idea of university function transformation one after another. They believed that in addition to traditional functions, universities should also pay attention to serving regional economy, and take the lead in cultivating a group of College Students with entrepreneurial talents. In the 1990s, some universities in Hong Kong and Taiwan also proposed that universities should have entrepreneurial functions to guide the effective flow of technology between schools and enterprises, which should mainly rely on the output of entrepreneurial talents [6].

At present, the main flow of College Students' graduation in China is still employment oriented, and entrepreneurial thinking and ideas have not been widely formed, which increases the difficulty of employment, seriously hinders the improvement of the level of employment, and can not meet the needs of economic and social development. The employment of college students in the background of knowledge economy needs to break through the traditional employment channels, and pay more attention to innovation education and entrepreneurship development. Modern business administration education emphasizes more on the formation of entrepreneurial thinking, inspires students to promote employment by entrepreneurship, and achieves a high level of employment.

3.2. Understanding of the Training Rules of Entrepreneurial Talents

Entrepreneurship is the process of looking for, discovering and utilizing opportunities. Enterprises grow from scratch, from small to large, from weak to strong, full of opportunities and challenges all the time. Entrepreneurs need not only courage and wisdom, but also professional knowledge and skills to seize opportunities.

a. Strengthen practical ability. The specialty of business administration is characterized by strong applicability, emphasis on practice and operation, and high requirement of integrating theory with practice. The practical activities of business administration specialty are most directly completed in various simulation laboratories of the school. At the same time, it is more necessary to exercise with the actual enterprises and contact with the management practice work of the first-

line enterprises, so that it is possible to organically combine theory and practice, so as to focus on Theory and practice.

b. Improve the entrepreneurial ability. The ultimate goal of business management entrepreneurial talents training is to improve the entrepreneurial ability of students, increase their employment opportunities, promote employment by entrepreneurship, and achieve self sustainable development. In order to cultivate business management professionals, we must emphasize their innovation, strengthen the transformation of knowledge and skills, accelerate the transformation of original thinking of economic results, and achieve a significant improvement of entrepreneurship.

c. Internalize the concept of competition. Under the condition of market economy, the survival and strength of enterprises are inseparable from competition. Talents in the society want to be based on and develop, but also inseparable from the competitive environment. The entrepreneurial talents of business administration specialty must also internalize the concept of market competition. By setting up the concept of market-oriented, making full use of market data and Internet big data, studying the market, continuously developing new market technologies, expanding market share, and realizing the survival and development of enterprises in market competition.

4. The Construction of the Training Mode of Entrepreneurial Talents in Business Administration Major of Lingnan Normal University

4.1. Offering Courses in Combination with the Characteristics of Business Administration

The business administration specialty has the characteristics of foundation, theory and application. Under the fierce market competition and severe employment situation, it also determines that the talent training mode of business administration specialty should have the characteristics of the times. The foundation of business management specialty lies in its existence as a first-class discipline, which lays a theoretical foundation for the development of business management, accounting, financial management and other specialties; the theory lies in that students first have an indirect understanding of management theory from a theoretical point of view, and can master relevant knowledge and skills of management through theoretical course learning in University; the application type is mainly embodied in Through classroom discussion, laboratory simulation training and on-site practice, we can grasp the essence of management from a deeper level, so as to understand the enterprise, make correct decisions and strategic choices, and deal with the actual problems existing in the enterprise. According to the basic characteristics, the major of business administration should offer courses such as accounting, financial management, production and operation management; according to the theoretical characteristics, courses such as principles of management, statistics and operational research should be offered; according to the applied characteristics, courses such as

economics and organizational behavior should be offered, and entrepreneurship management, enterprise simulation laboratory simulation and off campus base should be introduced Practice in enterprises.

4.2. Outstanding Ability Training in the Construction of Curriculum System

The construction of the curriculum system of business administration specialty must stress the cultivation of ability, especially the cultivation of entrepreneurship and innovation ability. The new curriculum of this major should seek a more technology oriented balance between theory and technology, which can not only cultivate a solid theoretical basis, but also train graduates with strong application practice, so that students can have a variety of competitiveness. The curriculum system should change from basic to applied "advanced" and be able to guide and educate the students in the second classroom through the "entrepreneurship curriculum group", so as to stimulate the students' interest in Entrepreneurship and innovation. The students of the first year should focus on cultivating their interest, the second year should focus on imparting their conventional management knowledge and ability, the third year should focus on cultivating their flexible application ability of knowledge, the fourth year should mainly complete the application and practice of their innovative management ability in practice enterprises, and adopt the "class 3 + 1" teaching mode. At the same time, teachers of theoretical and practical courses should be guided and encouraged to continuously add new cases and practice methods, update teaching contents, improve teaching methods and improve teaching efficiency. The major of business administration should attach importance to the compilation of excellent teaching materials, encourage young backbone teachers to actively participate in the professional construction, improve the excellent video teaching methods and the driving mode of key courses, and actively promote the use of modern education means and methods.

4.3. Practical Training Mode Determined by Market Practice Demand

The practical training mode requires the establishment of a "Trinity" training mode of "student-centered, theoretical teaching, practical application and teacher guidance". According to the characteristics of application-oriented undergraduate education, this paper puts forward the "heptathlon" of practical application teaching, and applies the principle of entrepreneurship and innovation education to the application of practical teaching to make it practical. Practicality focuses on student-centered, establishing a training mode of "teacher-student interaction, student-centered, teacher assisted", encouraging creativity, improving the overall quality, and gradually cultivating the educational concept. Students can join teachers' scientific research according to their interests, especially in the research of some horizontal subjects, to cultivate and exercise correct and advanced management concepts; teachers can also join students' entrepreneurial competition according to their

needs, give guidance, realize the socialization and Entrepreneurship of research results through the interaction between teachers and students, and lay the foundation for students' entrepreneurial and innovative ability. In practice teaching, teachers of business administration should pay attention to the process of scheme design, and gradually institutionalize and standardize the practice teaching to ensure that the practice teaching is more targeted and efficient.

D. "two in one" highlights the cultivation of entrepreneurship and innovation ability

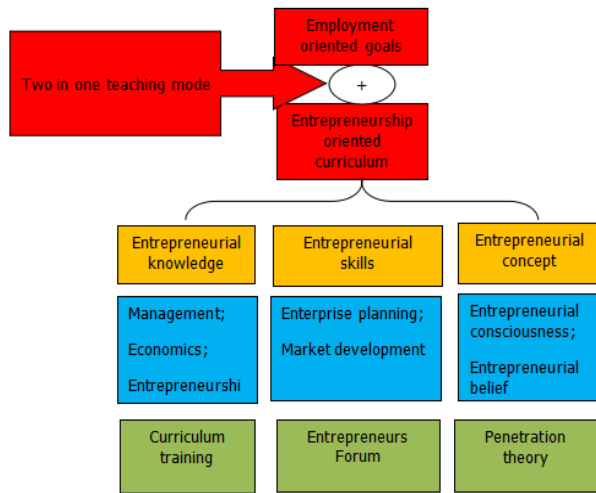


Figure 1. "Two In One" business management entrepreneurial talent training model.

In order to adapt to the changing demand of the talent market, the "two in one" talent training mode should be adopted for the industry and Commerce Management Specialty of Application-oriented Colleges and universities. The key to sticking to the "two in one" is to cultivate entrepreneurial knowledge, entrepreneurial ability and entrepreneurial concept, so that students can have a solid theoretical foundation of business management, strong self-learning ability and adaptability, and become high-quality practical talents who understand specialty, can innovate, can start a business, are good at management and can operate. In order to cultivate these skills of students majoring in business administration, it is

necessary to innovate the training concept and curriculum system, and adhere to the construction of the curriculum group based on entrepreneurship, which undoubtedly plays a great role in promoting the realization of the goal of employment oriented. See Figure 1 for details.

5. Conclusion

Market practice is the best way for business administration majors to develop entrepreneurial skills and innovative spirit. The "two in one" talent training mode can effectively promote the market practice of business administration students in Lingnan Normal University.

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