

The Mode and Path of Entrepreneurship Education in Public Administration Major

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Keywords: Public Administration, Innovation and Entrepreneurship, Development Approach

Abstract: Since 2015, the reform of entrepreneurship education in colleges and universities has been comprehensively deepened, and the country has set phased goals for 2015, 2017, and 2020 respectively. At the same time, specific requirements have been put forward for personnel training mechanisms, entrepreneurship education curriculum systems, entrepreneurship practices, teaching and student status management systems, entrepreneurship guidance systems, venture capital support and policy assurance systems. This paper analyzes the development of entrepreneurial talents, and it requires colleges and universities to boldly practice. The importance of fostering innovation awareness, entrepreneurial awareness, and practical ability training for undergraduates in the process of entrepreneurship training is proposed. The significance of entrepreneurship development approaches for public administration professionals in fostering entrepreneurship talents is raised. It is hoped that colleges and universities will strengthen the entrepreneurship development of public administration professionals.

1. Introduction

The employment difficulties of contemporary college students are increasingly attracting attention from all walks of life. The state encourages college students to start their own businesses as a new force for innovation and entrepreneurship. The cultivation of innovation and entrepreneurship ability of college students is of great significance to the sustainable development of China's economy and the prosperity and development of the nation. As a key specialty in the mode of application-oriented university management personnel training, the Public Administration profession has a strong application and practicality. Not only do students require deep theoretical knowledge, but they can also apply this knowledge to future practical work. With the rapid development of social economy, the demand for talent and the quality of demand have also been continuously improved. How to cultivate applied talents that meet the needs of the market and have the qualities of innovation and entrepreneurship has become one of the key contents of research in various universities. This paper analyzes the phenomenon that undergraduate business management majors in the innovation and entrepreneurial talent cultivation are backward in teaching methods, weak in teaching concepts and weak in practice links. From the aspects of strengthening the construction of practical teaching staff, increasing innovation and entrepreneurship courses, and changing the assessment system, we will

increase the intensity of innovation and entrepreneurship training. At the same time, it is necessary to guide students to correctly study theoretical courses, develop their personal potential, and cultivate good moral character.

2. The Necessity of Implementing Entrepreneurship Education for Public Administration Majors

As one of the management majors established earlier in China's colleges and universities, the Public Administration profession is of great significance to the innovation and entrepreneurship education reform [1].

2.1. The Necessity of Professional Learning

The public administration major aims at cultivating application-oriented and compound-type talents who possess the knowledge of management, economy, and business operations, as well as corresponding qualities and capabilities. The curriculum settings of colleges and universities are similar, including management, marketing, human resources management, production and operation management, financial management, logistics management, and corporate strategic management. These curriculum knowledge systems are rather special. The professional theories involved are more abstract. The traditional professional teaching tends to teach professional basic theoretical knowledge, which restricts the improvement of teaching quality and the cultivation of students' innovative awareness and practical abilities. It is difficult to adapt to the goal and requirements of training applied talents. However, the curriculum is also very practical. At the same time, the profession that the professional student graduates is mainly engaged in basic management, marketing, human resources management, project management, administrative management, consulting, etc [2]. These occupations or positions need some experience and skills. Therefore, Public Administration is almost the most suitable for the implementation of innovation and entrepreneurship reform, but also the most need to integrate the concept of innovation and entrepreneurship.

2.2. The Necessity of Professional Development

"Education can not be separated from reality, innovation and entrepreneurship education is not a unique education that is not separated from reality." The grim employment situation of university graduates is an important factor in stimulating innovation and entrepreneurship education. In addition to factors such as the slowdown in economic growth and the adjustment of the industrial structure, the failure of the higher education model to adapt to the development of the new era is one of the most important reasons. The traditional talent cultivation emphasizes the introduction of theory and the cultivation of light practice skills. The students are highly skilled and unable to adapt to the requirements of the industry enterprises. Therefore, the implementation of innovation and entrepreneurship education, and promote education and teaching from the emphasis on knowledge transfer to the emphasis on quality and ability to transform, comprehensively improve the quality of personnel training is the application of undergraduate public administration professional development of the inevitable trend [3].

3. The Insufficiency in the Cultivation of Innovation and Entrepreneurial Ability of Public Administration Major

3.1. Existing Teaching Methods Are not Conducive to Cultivating Students' Ability

At present, many colleges and universities have already formulated four-year training programs for students in the university in advance. Undergraduates study in accordance with a well-designed curriculum system and are objectively reasonable and orderly. However, for students, they lack the autonomy to study and lack of self-management practices and self-discipline. In particular, professional teachers mostly lack the practice of corporate work. When professional knowledge is taught, duck-type teaching is basically adopted. The method is single, and the teaching content is updated slowly. The front-line knowledge students do not know much about it. For the teaching of communication courses, teachers are only teaching students methods, lacking of opportunities for contact with the company to practice, resulting in a higher level of theoretical knowledge of students, but in actual use, due to the lack of necessary ability training, often unable to handle, do not know how to deal with [4].

3.2. The Concept of Entrepreneurship Education is not Advanced

The business entrepreneurship innovation and entrepreneurship courses offered by the school are equivalent to theoretical lectures when they are actually taught. Students have more solid knowledge of innovation and entrepreneurship, but their practical ability is poor. In addition, some colleges and universities are only too talented in the cultivation of innovation and entrepreneurship. Concerned about the students with entrepreneurial awareness and motivation, to give guidance to these students how to start a business, pay attention to training successful entrepreneurs, while ignoring the cultivation of innovative entrepreneurship and awareness of college students, did not achieve the desired results [5].

3.3. Insufficient Attention to Practical Teaching

Weakening of practice teaching has always been affected by the impact of traditional education, teaching in universities is still biased towards theoretical teaching, ignoring practical teaching, in recent years, although in practice teaching, many universities have carried out reforms, but the effect is not great. In fact, science and engineering colleges attach great importance to practical teaching, but there are also certain problems that ignore the teaching of theoretical knowledge. Taking the Public Administration profession as an example, many people think that this specialty only cultivates talents in management. If you master the relevant theoretical knowledge, you can become an excellent managerial talent. At present, the problems existing in practical teaching in colleges and universities are as follows: the content of practical teaching is single, there is no scientific and rational teaching arrangement, there is no standardized teaching model, and classes are often suspended for classes [6].

3.4. The lack of Curriculum Characteristics in Innovation and Entrepreneurship Education

There is an inextricable link between innovation and entrepreneurship education and social reality. Therefore, the education model also needs to keep pace with the times and constantly update the content. However, at present, the educational content of innovation and entrepreneurship of colleges and universities in China's colleges and universities is relatively lagged behind. It is simply the application of foreign theories and experiences, and it has not been closely integrated with the domestic economy, resulting in unsatisfactory curricula development.

4. Analysis of the Approaches to Development of Entrepreneurship Education

4.1. Teaching Structure Changes

The primary development approach for realizing the innovation and entrepreneurship of public administration professionals is to change the teaching structure, determine the knowledge requirements of the public administration direction that public administration professionals need to master. At the same time, it studies and analyzes the development trends and development status of public administration in today's society. Combining the information of the two together, the entrepreneurial instruction book and the entrepreneurial teaching content unique to the public administration profession are compiled. The content of the preparation is improved according to the social changes and the deepening of the teachers' cognition. The concrete reflection of the change in the teaching structure is the content of entrepreneurial instruction is adjusted in proportion to the specific teaching content of business management, and adjustments are made between the theoretical learning project and the practical project schedule. The teaching content of public administration majors and the instructional content of entrepreneurial instruction are adjusted to a ratio of 5:1. In the teaching process, it is necessary to pay attention to the combination teaching between the two. In simple terms, it refers to the professional theoretical knowledge in entrepreneurial instruction teaching. The teaching content will allow students to strengthen their mastery of basic knowledge. In the course of theoretical teaching, the specific application status of this knowledge will be mentioned, so that students will have a more comprehensive understanding of society.

The timing of theoretical teaching and practice teaching is interspersed, that is, after the theoretical teaching reaches a certain level, different forms of practical content are arranged according to the knowledge of students. The practical content is divided into specific location practices and simulation practices based on the school's resources, allowing students to gain a deeper and more complete understanding of knowledge, as well as operational skills and practical capabilities. In the teaching process, teachers give students certain opinions and guidance according to their learning status and students' ability to show direction, so that students can more clearly recognize their own deficiencies and strengths, and make students more clear about the future positioning. The steps can achieve multi-directional development of public administration professionals.

4.2. Teaching Methods Changes

The innovation and entrepreneurship development of public administration professionals also includes changing teaching methods. The main direction of changing teaching methods is to change the teaching model and the uniqueness of teaching methods. The specific operation is to develop students' classroom subjects, increase students' social investigations and social self-practice content, and allow students to conduct class discussions based on their own experiences. In this process, students are gradually forming a complete and feasible program, gradually they will clear thinking and clear direction, and at the same time, there be a practical role in promoting the classroom atmosphere, which can ensure that most students benefit from this process.

The teaching methods need to be diversified, including increasing the content of entrepreneurship competitions, increasing the communication platform under the class, giving students as many resources as possible, so that the students' learning motivation and students' initiative awareness will be improved accordingly. It also includes students' participation in actual entrepreneurial projects, cumulative experience, and self-awareness.

4.3. Teaching Evaluation Changes

The construction of teaching evaluation system plays an important guiding role in the teaching of education, so as to timely find the deficiencies in education and formulate a targeted teaching plan. From the perspective of the traditional teaching evaluation system, innovation and entrepreneurship education overemphasizes the results of education while ignoring the evaluation of the process, resulting in some students' confidence is frustrated, affecting the further development of students. Therefore, we must pay attention to the process of education in the construction of professional teaching evaluation system. For example, the standards of college teaching evaluation have a variety of characteristics, not only focusing on the students' performance in the classroom, but also focusing on the practical process and results after the lesson, such as the writing of the paper, social practice, scientific and technological innovation, etc. So that every student can get a fair evaluation [7].

The specific operation is to change the final evaluation method of teaching achievement. The student's entrepreneurship plan, entrepreneurial summary, practical achievements, and entry scores account for 60% of the total score. The theoretical academic achievement and entrepreneurial theory score account for 30%. The remaining 10% is student's autonomous practice and self-investigation content. The acquisition of results does not only depend on the evaluation of the teacher, but also on the evaluation of the corresponding practice participants and the person in charge of the site, and it also relates to the mutual scoring between the students. In this process, students can obtain extra points through actual self-employment and participating in the project with the students to participate in the project and the actual participation. These evaluation scores are directly linked to the credits. The level of the evaluation directly determines the level of the final credit.

5. Summary

It is necessary to explore the development path of innovation in the public administration professionals. This article mainly analyzes the problems existing in the teaching of Public Administration at this stage, and then puts forward some rational suggestions. Research is available to strengthen the development of special curriculum content, strengthen the enrichment of teaching models, increase the training of faculty, strengthen the cooperation between schools and enterprises, and focus on improving the teaching evaluation system can effectively improve the level of innovation and entrepreneurship. The significance of the analysis of innovation and entrepreneurship development of public administration professionals lies in the fact that the success rate of entrepreneurship in public administration professionals is increased and the pressure on social employment is shared. It is conducive to promoting the goal of achieving harmonious social development. I hope this article can provide a reference for those who study the ways of innovation and entrepreneurship development of public administration professionals.

Acknowledgements

Supported by the Guangxi Education Science Planning Project: Research on the Group Running Mechanism of Vocational Education under the Multi-Center Governance Framework (Project No.: 2021B123).

Supported by the Education and Teaching Reform Project of Wuzhou University: Training mode of "Public Management" talents in applied local Colleges and Universities Based on LOS concept (Project No.: wyjg2020C005).

Supported by the Key Research Project of Wuzhou University: The Innovation of Social Governance System in Underdeveloped Areas (Project No.: 2017B009).

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