The Integration and Reform of Training Courses and Social Entrepreneurship

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Abstract: The emphasis of training course is to apply theoretical knowledge to practice and realize the internalization and application of knowledge. At present, the transformation and output paths of training courses commonly used in colleges mainly include software, simulation and experimental practice. Considering the current policy of innovation and entrepreneurship and the employment dilemma of students, it is believed that social entrepreneurship will be also a new path of transformation and output with certain advantages. It was found that to integrate training courses with social entrepreneurship, it was necessary to reform the curriculum system of innovation and entrepreneurship in universities, establish the concept of social entrepreneurship, create a social entrepreneurship environment, support the development of public welfare organizations and do a good job of public welfare publicity.

1. The Transformation and Output of Training Courses

As the closest link between colleges and society, whether the training courses can be successfully transformed and the quality of the channel had an important impact on the course development, the reputation of colleges and the employment of college students [1]. A questionnaire survey of 75 college students on "the output and transformation channels of practical training courses" was carried out in this project, and 71 questionnaires were collected, with an effective recovery rate of 94.7%.
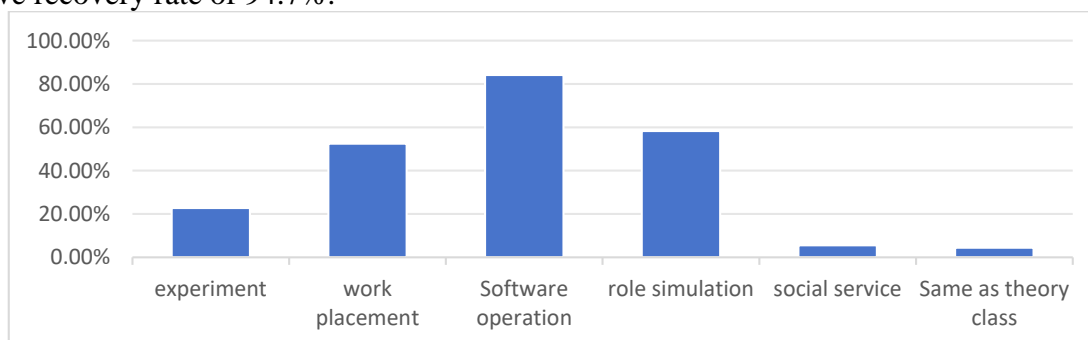

Figure 1: The transformation and output channel of training course

At present, most colleges did not have the conditions to send all students to enterprises for long-term internship [2], so the most common transformation and output mode are still software operation, simulation and other forms (as shown in the figure 1). Each transformation mode has its own advantages and disadvantages and all had played an irreplaceable role in the transformation and output of practical courses (as shown in the table 1, table 2 and table 3).

Table 1: Characteristics of simulation channel

Characteristics		Simulation
Cost		It need suitable cases (may have to pay) and simulation items.
Benefit		Students master how to deal with similar situations through simulation, and have a general understanding of the operation process [3].
Time to see the effect		Quickly
Student involvement		According to the division of roles, full commitment was required most of the time.
Teacher role		Guidance and evaluation
Effectiveness evaluation	Advantage	Students will have a deeper understanding of the work content of their role.
	Disadvantage	If the role played is relatively idle, or the process has not arrived, there may be nothing to do. Only familiar with their own roles.

Table 2: Characteristics of software operation channel

Characteristics		Software operation
Cost		The market price is probably more than 100,000 RMB.
Benefit		It is more maneuverable, and the actual combat system also makes the practice more vivid.
Time to see the effect		Quickly
Student involvement		High participation
Teacher role		Guidance and evaluation
Effectiveness evaluation	Advantage	Students will become more familiar with the whole process and all aspects.
	Disadvantage	The software has limited space to play, and also ignores the actual unexpected situation that may occur. The software pays more attention to the macro process, and the details of the practical operation are not in-depth enough.

Table 3: Characteristics of social service channel

Characteristics		Social service
Cost		Open up social service practice channels in advance.
Benefit		It can produce more social benefits; bring good reputation and social responsibility.
Time to see the effect		Multiple or long-term services are required to achieve results
Student involvement		It takes a total commitment of time and energy. High participation [4].
Teacher role		Participate together, help each other and learn from each other
Effectiveness evaluation	Advantage	Students will gain a deeper understanding of the social significance of work.
	Disadvantage	The construction of social service practice channels and the mobilization of students need a long time to pave the way. Security issues and risk management in practice need to be considered.

2. Social Entrepreneurship

Public welfare is the voluntary provision of welfare and benefits to the public by individuals or organizations in the form of good deeds. The development of public welfare activities can not only create a good image of high sense of social responsibility for individuals or organizations, but also improve their visibility and reputation, which is more convincing than commercial advertisements [5]. Social entrepreneurship has the following characteristics: The primary feature is public welfare. Social entrepreneurship has taken solving social problems as its primary responsibility, and has a strong sense of social responsibility and mission, which adhered to problem-oriented and livelihood orientation. Secondly, social entrepreneurship had a special mission of realizing social values and solving social problems, which determined that it needs to be more innovative than ordinary commercial entrepreneurship[6].Thirdly, the objective existence of social differences determined that different cultural backgrounds and regional differences need to be considered in the process of social entrepreneurship to make it appropriate[7].Finally, social entrepreneurship required the use of commercial mechanisms to participate in market competition, so as to ensure that organizations could make profits, achieve recycling, solve social problems, and serve the public interest better.

The market is profit-driven, so it is difficult to completely rely on market forces to solve social problems, and it is also difficult for the government to deal with social problems in all aspects, which had given birth to the social welfare organizations [8].On the other hand, the number of college graduates had continued to increase in recent years, and more and more college students had choose to devote themselves to innovation and entrepreneurship. But business entrepreneurship is not the best choice for college students which require sufficient capital, experience, contacts, and personal literacy to compete with competitors, and college students' deficiencies in these aspects had become obstacles to their successful business ventures. Therefore, if they choose to start from the areas that the market is unwilling to pay attention to, and the government is unable to pay attention to, the pressure of competition will be relatively small, the threshold of entry will be low, and it will be easier to get outside support to pay attention to social issues. At the same time, social entrepreneurship emphasizes innovation which is more suitable for college students who are at the peak of intellectual development.

3. The Integration and Reform of Training Courses and Social Entrepreneurship

Based on the characteristics of social entrepreneurship and its advantages in solving college students' employment problems, it is believed that social entrepreneurship can be a new transformation and output aspect of practical training courses [9]. The integration of training courses and social entrepreneurship can not only improve the teaching quality of training courses, reform the teaching methods, but also improve the practical ability of students and achieve a win-win situation.

In order to ensure the effective integration of training courses and social entrepreneurship, the joint role of society, universities, government, enterprises and media are required, and the entrepreneurial subjects are also required to have entrepreneurial motivation and competence [10]. The specific performance needs to start from the following aspects:

3.1 Formation of the Enabling Environment for Social Entrepreneurship

Entrepreneurial environment is the key to the success of entrepreneurial activities, and also an important factor in affecting the degree of entrepreneurial activity. In order to realize the combination and development of training courses and social entrepreneurship, we should first have an entrepreneurial environment that emphasizes and encourages innovation [11]. The formation of a

good entrepreneurial environment is fundamentally generated by innovative ideas, which can form healthy entrepreneurial policies, and then the policies can create and maintain the good environment. In addition, society and universities should pay more special attention to the construction of social entrepreneurship platforms [12]. A healthy entrepreneurial platform is the soil for entrepreneurial projects, which can promote their rapid growth and resist risks.

3.2 Improvement of the Education System of Social Entrepreneurship Courses in Colleges

At present, most of the innovation and entrepreneurship courses in colleges had adopted the basic theory as the main educational mode, and the main practical mode is simulation and discussion. Moreover, the entrepreneurial form taught was mainly commercial entrepreneurship, and there was little concern about public entrepreneurship [13]. The lack of educational content had directly lead to college students' lack of knowledge about social entrepreneurship. They didn't have enough enthusiasm or motivation for social entrepreneurship, and they didn't think hard enough about whether to incorporate social entrepreneurship into their career plans.

This study aims to improve the education system of social entrepreneurship courses in colleges and universities or reform the existing curriculum system to make students pay more attention to and seriously think about social entrepreneurship. If conditions permit, colleges can also encourage students to try it in the form of competitions or internships [14]. Innovation and entrepreneurship courses can also allocate part of the classes to encourage students to explore social entrepreneurship, such as exploring social entrepreneurial projects and conducting pre-entrepreneurial research, so as to lay a good foundation for students' entrepreneurship during school or after graduation.

3.3 Support for the Development of Public Welfare Organizations in Colleges

Public welfare organizations in colleges are the basis for college students to carry out public welfare entrepreneurship, and most successful public welfare entrepreneurship projects had been developed step by step from public welfare organizations. In the process of selecting club members, the colleges should participate in the check, and select students with certain entrepreneurial knowledge, entrepreneurial skills and public welfare personality to join and train. For the students who are slightly lacking in various abilities and can't meet the selection conditions for the time being, they should be selectively provided with learning and practice opportunities according to their enthusiasm and motivation [15]. After joining the club, it is also necessary to form multiple college students' social entrepreneurship teams according to the number of students and the type of project. The team members should not be matched randomly, but should have common values and character, as well as personality or professional complementarity.

After the formation of the team, the colleges should encourage and support the activities of the public welfare organizations, and provide them with professional mentors to guide and help them in public welfare activities and entrepreneurship competitions. In addition, due to the limited network and experience of students, colleges have to proactively identify public needs for public welfare organizations, connect public welfare organizations with social needs, and supervise the operation of projects. It can not only provide opportunities for students to practice public welfare, increase the possibility of college students' successful public welfare entrepreneurship, but also establish a good public welfare brand for the school.

3.4 Rich Public Welfare Publicity

As a bridge between social entrepreneurship organizations and the public, the media's publicity intensity and focus will directly affect the focus of public attention and the direction of public

opinion. Therefore, news media should focus on publicizing the importance and urgency of college students' social entrepreneurship for social development, and select successful examples or excellent projects of college students' social entrepreneurship to track and report. Documentaries and series reports are also good ways to increase public understanding and support for college students' social entrepreneurship.

On the other hand, college students' social entrepreneurship organizations can also carry out public welfare activities with the help of new media platforms [16]. For example, with the popularization of the Internet, crowdfunding had become a very representative financing method in the Internet era, and many public welfare projects launched crowdfunding with the help of Internet platforms to achieve their start. In recent years, with the development of new media, public welfare projects had turned their funding channels to new media, such as those videos or public welfare activities on the platform of Tiktok about public welfare projects on poverty alleviation, disability assistance, elderly and orphans care. However, it should be noted that when public welfare organizations carry out public welfare activities through the Internet and new media, they must make the source and destination of funds open and transparent to dispel the trust concerns of donors, and establish a good public reputation, so as to promote the sustainable and healthy development of public welfare entrepreneurship projects (as shown in the figure 2).
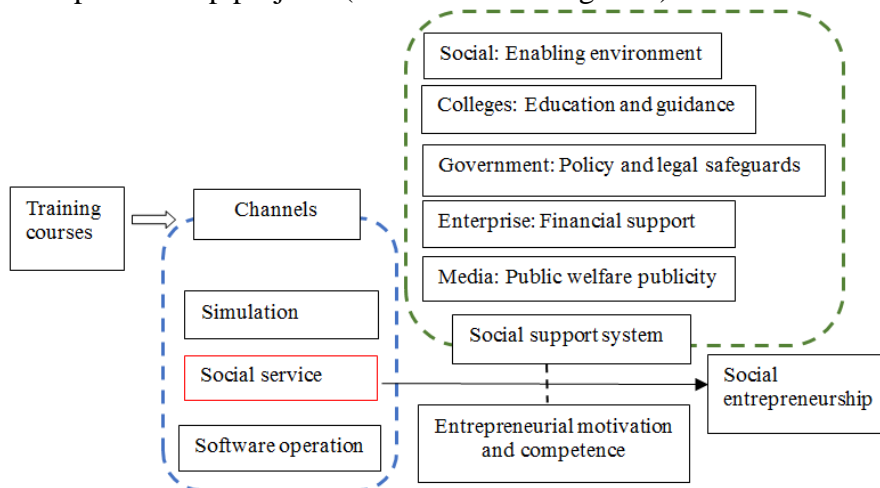
Figure 2: The transformation model of training course to social entrepreneurship

4. Conclusions

It is conducive to enriching the theoretical research on the new form of college students' employment by focusing on the integration and reform of training courses and social entrepreneurship, and exploring the path of transformation and social support system. It can also improve the sense of security of college students in this process. In addition, the connection between them can also explore more fields of college students engaged in social service from the theoretical level, which can lay a theoretical foundation for subsequent relevant empirical research. In the future, college students can take the road of social entrepreneurship by learning from mature business models, or attract more volunteers to join, so as to grow and improve social influence continuously. It can also improve the quality of existing services through the innovation of social entrepreneurship itself. All these methods can realize the sustainable development of training courses and college students' social entrepreneurship projects.

Acknowledgements

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