

# *Research on the Theoretical Tracing and Application of the Course Construction of "Foundation of Entrepreneurship" in Universities*

Yingying Fan<sup>1,a,\*</sup>, Yi Liang<sup>2,b</sup>, Alimujiang Hamulati<sup>3,c</sup>

<sup>1</sup>School of Art, Hebei GEO University, Shijiazhuang 050031, Hebei, China

<sup>2</sup>School of Management, Hebei GEO University, Shijiazhuang 050031, Hebei, China

<sup>3</sup>School of Information Engineering, Hebei GEO University, Shijiazhuang 050031, Hebei, China

<sup>a</sup>yingyingfan@hgu.edu.cn, <sup>b</sup>lianglouis@126.com, <sup>c</sup>mutouha@hotmail.com

\*corresponding author

**Keywords:** Foundation of Entrepreneurship, Curriculum Construction, Theoretical Tracing, Practical Application

**Abstract:** There are still many problems in the basic course teaching in Chinese universities. The lack of correct theoretical guidance in course construction leads to the diversification of course opening forms. At the same time, the existing research and reform focus on the optimization of teaching content and teaching methods. At present, it is difficult for the teaching of basic course of entrepreneurship to get favorable support from the teaching of other courses, so it is necessary to trace the theory of course construction to the source and guide the concrete construction practice by constructing a scientific theoretical system of course construction. By synthesizing the important theories of relevant disciplines, this paper traced the course construction theory of college students' basic courses of entrepreneurship, and carried out the strategy research on the application of the theory, so as to further highlight the guiding value of the design and positioning of the theoretical system of course construction to the construction of new courses.

## 1. Introduction

China's Ministry of Education has issued a document requiring universities to incorporate innovation and entrepreneurship education courses into credit management. With the push of the competent departments, entrepreneurship education in colleges and universities in our country is promoted and popular by opening basic course for all employees to start a business [1]. At present, in the absence of overall entrepreneurship education ecology and atmosphere in most universities, it

is more necessary to build a scientific and effective theoretical system of curriculum construction in the construction of entrepreneurship basic courses [2-3]. Based on the characteristics and needs of college students' entrepreneurial learning and the development trend of society, the course teaching is designed and implemented, so that on the one hand, the course teaching can better improve the performance of existing talent training, and at the same time, it can lay the foundation for the professional development of entrepreneurial education [4].

## **2. The Problems Existing in the Teaching of "Foundation of Entrepreneurship" in Universities**

By reviewing and combing more than 200 literatures related to the teaching of basic courses of entrepreneurship on major literature platforms such as CNKI from 2018 to 2023, this paper has a comprehensive understanding of the teaching situation of the courses. In general, the teaching feedback of the course is not optimistic, and there are many problems [5]. Problem-based curriculum reform and optimization are urgent. The following is a review of the problems existing in the three aspects of students, universities and teachers.

### **2.1. Problems of Students**

In general, there are some problems such as not strong willingness to learn entrepreneurship, insufficient awareness of importance, insufficient awareness of learning relevance and low participation in teaching. Most students do not know enough about innovation and entrepreneurship education, and they unilaterally believe that the ultimate purpose of entrepreneurship basic courses is to cultivate students' entrepreneurial ability and entrepreneurs [6]. However, due to personal goals, family circumstances, career pursuit and other reasons, some students do not have plans and ideas for entrepreneurship, and feel that the course learning is very far away from their daily life. Therefore, they do not pay enough attention to the basic course of entrepreneurship and have little enthusiasm in class.

### **2.2. Problems of Universities**

In general, there are some problems, such as passive curriculum, low emphasis on construction, high standardization, obvious utilitarian orientation and lack of ecology in basic education of entrepreneurship [7]. The curriculum is not designed and positioned from the perspective of the overall needs of talent training, or the curriculum is independent and incompatible with the existing talent training system; Or it is highly concentrated, and the realization of most functions of entrepreneurship education is compressed in the course, which makes the course load too heavy and leads to the decline of the effect.

### **2.3. Problems of Teachers**

In general, there are some problems in basic entrepreneurship education, such as unclear target orientation, excessive emphasis on operational ability in curriculum teaching concept, too narrow teaching content design, monotonous teaching form and low integration with professional teaching [8]. According to the survey data of innovation and entrepreneurship education in Hebei Province from 2021 to 2022, some teachers and students have a too narrow understanding of the concept of innovation and entrepreneurship education, and unilaterally believe that the teaching goal of innovation and entrepreneurship courses is to set up enterprises in the future and cultivate independent entrepreneurs. Universities have no unified or mainstream understanding of why, what,

how and how to grade basic courses of entrepreneurship, which is not conducive to the training of teachers and the formation of localized entrepreneurship.

### **3. The Theoretical Tracing of the Course Construction of "Foundation of Entrepreneurship" in Universities**

The existing literature mainly adopts the "problem-strategy" paradigm to study the strategies and techniques of teaching concept, teaching content design, teaching methods and teaching forms. Curriculum teaching as an open system, it is difficult to achieve the improvement effect of the system through local optimization. New courses such as the basic course of entrepreneurship need to carry out scientific system design from the construction theory, and use the theoretical station effect to guide the specific construction practice, so as to avoid the teaching of courses either highly similar or very different, which is not conducive to the formation and development of China's characteristic entrepreneurial education system and entrepreneurship discipline [9-10].

The basic education of entrepreneurship is a kind of education based on the education of entrepreneurial cognition and thinking, supplemented by the teaching of text knowledge. Basic entrepreneurship education should abandon the teaching centered on the theories of founding enterprises from the perspective of economics and management, take the cultivation of the core quality and ability of innovation and entrepreneurship of all students as the teaching pursuit, and adopt the appropriate teaching content and teaching methods.

#### **3.1. The essence of the Course "Foundation of Entrepreneurship"**

Entrepreneurship itself is a highly subjective, uncertain and symbolic activity. Entrepreneurial learning is not only the study of certain entrepreneurial knowledge, but also the acquisition of entrepreneurial learning ability and entrepreneurial knowledge application ability, so as to cultivate learners' ability to create and develop in unknown fields. In the evaluation of entrepreneurial learning, the importance of the evaluation of learning process is more important than the evaluation of the consistency of learning outcomes. In entrepreneurship teaching, the importance of guiding students to obtain entrepreneurial experience is higher than that of teachers' text-based experience teaching. The definition of curriculum essence which combines teaching activity theory and learning experience theory is beneficial to the construction of basic course of entrepreneurship. Through the teaching activities of students' self-dialogue and teacher-student dialogue, the Basic course of entrepreneurship guides students to construct their own knowledge of the meaning, characteristics and methods of entrepreneurial learning. Meanwhile, through training, students are trained to develop their comprehensive ability of discovery, analysis and innovative problem solving as well as their general entrepreneurial ability such as business planning, communication and expression, and teamwork.

#### **3.2. The driving Force of the Course Construction of "Foundation of Entrepreneurship"**

The interaction of internal and external factors that restrict the construction of college students' basic course of entrepreneurship is the fundamental reason for promoting the reform and development of course construction. At present, the external contradiction in the construction of college students' basic entrepreneurship course is the contradiction between the administrative promotion requirements of education managers and the lack of internal power in colleges and universities, and the contradiction between the construction of curriculum itself and the construction of entrepreneurship education system. The internal contradictions are mainly the contradictions between college students' attention to the basic learning needs of entrepreneurship and the

asymmetric setting of course teaching objectives, the contradictions between the ideal conditions of course teaching and the actual conditions, and the contradictions between the lack of professional teachers and the educational needs of all staff. The interaction and influence of the contradictions inside and outside the curriculum form the dynamic system of curriculum development. The construction of dynamic system can be designed from three levels: macro, meso and micro. The macro dynamic system of college students' basic entrepreneurship course is determined by external contradictions, which is mainly the construction will formed after the comprehensive perception and judgment of the four requirements of administrative promotion, the difference comparison between universities, their own realistic needs and the positioning requirements of entrepreneurship education. The mesodynamic system is determined by the internal contradictions, which is mainly formed by the interaction and influence among the demands of college students, curriculum construction goals, realistic teaching conditions and teachers' teaching implementation. The micro dynamic system is composed of the common action points of the macro dynamic and the mesoscopic dynamic, which determines the concrete elements and structural forms of the curriculum. From the perspective of the structure of the dynamic system of curriculum construction, the macro driving force should be dominated by the endogenous driving force of innovation and entrepreneurship education in colleges and universities and the positioning requirements of basic entrepreneurship education, while the meso driving force is dominated by the entrepreneurial learning needs of college students and the effective teaching pursuit of teachers.

### **3.3. The Curriculum Elements of "Foundation of Entrepreneurship"**

In the basic course of entrepreneurship, it should pay attention to the achievement of emotional goals and the application of regressive reflection teaching methods, so that reflection and dialogue become the normal teaching. The course content should combine the definite content and the uncertain content, and have the "right amount" of uncertainty, anomaly, ineffectiveness, fuzziness, imbalance, dissipation and vivid experience. The course structure should consider the difference between individual learning and team learning, the correlation between professional learning and entrepreneurial learning, the complementarity between in-class learning and social learning, and can be flexible for different object structures. Curriculum evaluation needs to adopt a non-closed approach, focusing on the process of learning and the independent creation of learning outcomes.

## **4. Application of the Theoretical System of Course Construction of "Foundation of Entrepreneurship" in Universities**

Based on the above analysis and design of the theories related to the course construction of college students' basic entrepreneurship courses, this paper constructs the following theoretical system model that is specifically suitable for guiding the course construction and development, and is used to establish a metacognitive system for guiding the course construction.

### **4.1. Practical Guidance on the Essence of the Course**

The essential definition of basic course of entrepreneurship is suitable for the synthesis of teaching activity theory and learning experience theory, that is, basic course of entrepreneurship is to help college students acquire personal entrepreneurial experience through effective teaching activity design. What kind of activity teaching design concept can help students to exert their subjectivity, help students to construct their own entrepreneurial cognition, and at the same time fit the characteristics of entrepreneurial learning? This paper holds that the transition from the teaching of entrepreneurial design to the teaching of entrepreneurial design is a suitable reform idea. At

present, the design of the foundation of entrepreneurship basically follows the premise that college students need to learn entrepreneurship, so the design of the course is mainly to learn how to carry out entrepreneurial design. In reality, most students do not have a demand-oriented understanding of learning entrepreneurship, which makes the teaching effect of courses based on entrepreneurial design greatly reduced. The teaching concept of design and entrepreneurship emphasizes on weakening the process design of establishing enterprises or organizations in the basic education of entrepreneurship, and strengthening the design of learners' life development, entrepreneurial cognition, entrepreneurial preparation, key elements of entrepreneurial implementation and entrepreneurial value, so as to realize the self-construction of life development view, professional learning view and value creation view. The core concept of design entrepreneurship is to help students form a growth plan with entrepreneurial orientation as their life and career development goals through the study of entrepreneurial learning value and the design guidance of the core links of entrepreneurship.

#### **4.2. Practical Guidance on the Curriculum Dynamic System**

The dominant power source of the dynamic system determines the construction style of the specific curriculum, that is, some of the characteristics of the curriculum. From the perspective of education, the macro driving force of idealized basic course construction of entrepreneurship comes from the internal demand of college talent training on the one hand, and from the external boost on the other hand. In the middle view, the demands and pursuits of teachers and students coincide with the demands of students' personal development and teachers' teaching reform. To this end, universities need to consider the construction of basic courses of entrepreneurship based on the needs of the development of The Times, the needs of special talents training, the needs of teachers' new professional role positioning and the needs of students' social adaptation to the development of diversified needs. From the perspective of the development needs of The Times, we should fully understand the role and value of innovation and entrepreneurship in the development process of human history and the economic and social development of a country and a region. From the perspective of the needs of characteristic talents training, we should fully grasp the trend that the future will pay more attention to the professional, application-oriented and research-oriented classification training of talents. From the perspective of the new role orientation of teachers, life coaches will be more integrated with knowledge imparting, and the emotional interaction between teachers and students will play an increasingly important role. From the perspective of improving students' social adaptation and development ability, the cultivation of this comprehensive ability of creativity, innovation and entrepreneurship will greatly improve students' adaptability and development ability in the workplace.

#### **4.3. Practical Guidance on the Curriculum Elements**

The logic of course construction from entrepreneurship major to professional entrepreneurship refers to the change from learning based on entrepreneurship specialty to guiding students to carry out entrepreneurial activities based on professional learning. In this transition, how to cultivate students' sense of identity for professional entrepreneurship and stimulate students' pursuit of entrepreneurial opportunities based on professional learning is very important. The elements of a course mainly consist of four elements: course objective, course content, course structure and course evaluation. Focus on the application of regressive reflective teaching methods, so that reflection and dialogue become the normal teaching. The content of the course should combine the definite content and the uncertain content, and have the right amount of uncertainty, anomaly,

ineffectiveness, fuzziness, imbalance, dissipation and vivid experience. The teaching combination of "common theoretical background + common design guidance tools + personalized knowledge creation" can be adopted to help students use certain knowledge to solve uncertain problems. The course structure should consider the difference between individual learning and team learning, the correlation between professional learning and entrepreneurial learning, and the complementarity between in-class learning and social learning. The evaluation methods of courses should be non-closed. For non-target learning performance, the evaluation methods should be the combination of process evaluation and result evaluation, teacher evaluation and student self-evaluation, individual independent learning and team cooperation learning.

## 5. Conclusions

This paper makes theoretical exploration and application analysis from the aspects of curriculum essence cognition, dynamic system construction and curriculum element design. On a macro level, the value of the research is conducive to enlighten the entrepreneurial education and teaching workers need to pay attention to the discussion of the theoretical source, enhance the internal synergy of the entrepreneurial education system and the integration of the external, and avoid the isolation of the entrepreneurial education and teaching. At the micro level, it is beneficial to unify the construction ideas, ideas and requirements of the basic course of entrepreneurship, and advocate school-based design on the basis of theoretical consensus, so that the basic course of entrepreneurship can not only better meet the requirements of general education, but also better reflect the regional characteristics, school-based characteristics and humanistic characteristics. Solid basic education of entrepreneurship is the home base for the in-depth development of entrepreneurship education, and the basic course of entrepreneurship is the core of basic education of entrepreneurship and the core of entrepreneurial education. Guiding the construction of courses with scientific theoretical system is conducive to greatly improving the construction efficiency and opening benefits of courses.

## Funding

This work is supported by the Teaching Reform Research and Practice Project of Hebei GEO University, China (Project No. 2021J43).

## Data Availability

Data sharing is not applicable to this article as no new data were created or analysed in this study.

## Conflict of Interest

The author states that this article has no conflict of interest.

## References

- [1] Lin, X.Z. (2023) *Difficulties and changing strategies in ideological and political construction of "Foundation of innovation and entrepreneurship" course*. *Innovation and Entrepreneurship Education*,14(04): 152-157.
- [2] Liu, X.N. (2023) *Classroom teaching practice of entrepreneurship based on BOPPPS teaching model*. *Sichuan Labor Security*,(05): 95-96.



- [3] Gao, C.B. (2022) *Research on the teaching reform of basic entrepreneurship courses in colleges and universities under the background of curriculum ideology and politics. Journal of Red River College*,20(04): 80-83.
- [4] Xu, P.G., Wang, X.W., Yang, J.X. (2022) *Teaching innovation design and practice of "Foundation of innovation and entrepreneurship" course. Theoretical Research and Practice of innovation and Entrepreneurship*, 5(12): 24-27.
- [5] Li, M.F., Wang, G.S. (2021) *Reform and practice of teaching mode of basic entrepreneurship course based on entrepreneurship project guidance. Journal of Higher Education*, 7(36): 33-37.
- [6] Qian, L. (2020) *Higher vocational entrepreneurship curriculum construction from the perspective of green concept. Fortune Times*, (09): 129-130.
- [7] Fang, G.X. (2019) *An empirical study on the construction and teaching quality of innovation and entrepreneurship curriculum. Shanxi Architecture and Architecture*, 46(04): 169-171.
- [8] Liu, M., Wang, L.P., He, Z.G. (2019) *Exploration of innovation and entrepreneurship curriculum system reform for application-oriented undergraduate students. Education Modernization*, 6(69): 22-24.
- [9] Li, Y. (2019) *Exploration and practice of curriculum reform of "Fundamentals of mechanical design" under the background of innovation and entrepreneurship education. Journal of Sichuan Vocational and Technical College*, 29(04): 131-134.
- [10] Chen, Y.W. (2018) *Exploration and practice of teaching methods of college entrepreneurship basic courses based on flipped classroom concept. Curriculum Education Research*, (47): 233-234.