

Analysis of Entrepreneurship Education Methods and Approaches for Chinese Language and Literature Specialty in Local Colleges

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Abstract: As Chinese language and literature specialty has become an important component of college education and teaching at present, local colleges and universities do not attach great importance to entrepreneurship education for Chinese language and literature specialty, leading to a gloom prospects for the employment of Chinese language and literature major. In view of this, local colleges and universities should innovate entrepreneurial education methods and approaches, improve the teaching quality of Chinese language and literature according to development needs, and provide support for students' employment and college development.

Introduction

Entrepreneurship education plays a positive role for improving students' entrepreneurial capability and the growth of China's employment rate. However, according to the survey, China with a low current entrepreneurship education level than the world average is faced up with problems such as lack of attention to entrepreneurship education and limited guidance efficiency. In view of this, it is necessary to innovate and optimize entrepreneurial education methods and approaches to contribute to China's economic development.

The Necessity of Entrepreneurship Education For Chinese Language and Literature Specialty

Current educational research mostly focusing on entrepreneurship education of practice-oriented specialties lack attention to entrepreneurship education in humanities such as Chinese language and literature. In addition, under the influence of the characteristics of the Chinese language and literature specialty, practical application is inadequate, resulting in serious digression between the Chinese language and literature specialty and society. This is not only detrimental to carry out teaching activities, but also hinders students' future employment. In view of this, it is necessary to strengthen e research on entrepreneurship education in Chinese language and literature specialty teaching in local colleges and universities, and take reasonable measures to increase students' employment rate. For this reason, local colleges and universities should transform Chinese language and literature specialty according to the requirements of entrepreneurship education, clarify the educational goals, discover a integrating point with social development, and improve college students' entrepreneurial ability.

Entrepreneurship education aims to cultivate more talents with entrepreneurial spirit and provide guarantee for social development. For Chinese language and literature specialty as a humanities discipline, the goal of entrepreneurship education is to cultivate students' humanities literacy rather than optimizing students 'skills so as to continuously enhance their comprehensive quality by understanding and mastering traditional culture, which plays a very important role in building a harmonious society. Therefore, it is necessary to pay attention to integrating humanistic concepts, and promote the incorporation of professional application and humanity through scientific and reasonable way on the basis of clarifying the connotation of the integration of professional and entrepreneurial education so as to achieve the goal of cultivating students' cultural literacy and help students develop a good character and enrich the spiritual world, thereby enhancing students' application ability after

entering the society, and growing up to compound applied talents in line with the development needs of the new era.

In the context of nowadays education reform, to improve the teaching level of Chinese language and literature specialty and address issues in Chinese language and literature specialty teaching, local colleges and universities should integrate entrepreneurship education with Chinese language and literature education, look for education and teaching model that meet the needs of social development., so as to improve students' moral literacy and support the social construction.

Problems Existing In Entrepreneurship Education for Chinese Language and Literature Specialty of Local Colleges

Entrepreneurship education lacks planning and systematicness. In the entrepreneurship education of Chinese language and literature specialty, Many local colleges and universities faced up to problems such as lack of professional teachers, irrational educational content and course planning, the lack of entrepreneurial teaching materials, and defective construction of training bases, which prevent the launching of entrepreneurship education activities and reduce teaching effectiveness.

Teaching force is insufficient. Local colleges and universities fail to equip teachers with knowledge and experience in entrepreneurship education in Chinese language and literature specialty teaching, resulting in the lack of scientific guidance when carrying out teaching activities lacks.

Social support is inadequate. Local universities and colleges with no ability to meet college students' entrepreneurial needs in the investment and construction of startup capital and entrepreneurial venues still need the support of local governments and social companies.

Entrepreneurial awareness is weak. Despite of the rising of entrepreneurship education as in college teaching, carrying out entrepreneurship education activities still remains at initial stage. Students have no clear cognition of entrepreneurship education, have poor entrepreneurial awareness, and poor entrepreneurial ability. In view of this, colleges and universities should strengthen the construction of entrepreneurship platforms or entrepreneurship training bases, deepen students' entrepreneurial awareness, and provide guarantee for future employment development.

Status Investigation of Entrepreneurship Education for Chinese Language and Literature Specialty

At present, Chinese language and literature majors prefer social and literary work when getting employment, such as planning, communication, etc. A small number of students are engaged in technical work, which limits the range of employment and entrepreneurship for Chinese language and literature majors to a certain degree. Taking the employment of Chinese language and literature majors in a local university as an example, 313 students were selected to survey their creativity awareness, entrepreneurial motivation and direction, and entrepreneurial psychology. Relevant survey results are as follows:

Students' entrepreneurship awareness survey results. It can be known from the survey of 313 college students' creativity awareness that less than 50% of students believe that entrepreneurship means to start up a business, and all behaviors of entrepreneurship are entrepreneurial behaviors; about 20% of students believe that entrepreneurship means to found a company; about 11% of students think entrepreneurship as the research on cutting-edge technology projects, indicating that most students' understand entrepreneurship simply and one-sidedly. At the same time, it was found in the survey that nearly 150 students regarded entrepreneurship as a beneficial channel for future employment; less than 100 students believed that entrepreneurship was an effective way to solve employment difficulties; less than 50 students thought that entrepreneurship should be subject to their own conditions and preferences; a small number of students objected to entrepreneurship and thought it as an outlet for unsatisfactory job.

Survey results of entrepreneurial motivation and direction. In the survey of entrepreneurial motivation, only about 35 students had entrepreneurial ideas, account for less than one-tenth of the total. Almost 160 students with entrepreneurial ideas did not know how to implement, accounting for about half. More than 50 students never considered entrepreneurship, and 24 students are selecting entrepreneurial projects. However, among these students, the purpose of entrepreneurship is just to solve financial troubles or employment problems. It can be known from the survey of the entrepreneurship direction that about 33% of students in local colleges and universities chose to set up training schools; about 7% of students chose to found entertainment clubs; about 10% of students chose housekeeping companies; and about 43% of students chose to start up an online shop, indicating a large limitations of entrepreneurial projects and less choices for new and technical projects.

Survey results of entrepreneurial psychology. Local college students at this stage have strong entrepreneurial enthusiasm and great self-confidence, which make them unable to withstand any setbacks and challenges in entrepreneurship due to excessive self-confidence. In addition, college students with weak willpower and determination can easily get frustrated and lose their entrepreneurial passion once meeting troubles and setbacks.

Entrepreneurship Education Guidance Methods and Approaches for Chinese Language and Literature Major Students

Enhance students' entrepreneurial awareness and psychological quality. Chinese language and literature majors in local universities under the influence of literary atmosphere feel more sentimental compared to engineering students, making it hard for them to face setbacks and frustration with a positive attitude due to their weak psychological enduring capacity, which hinders entrepreneurship education. In view of this, it is necessary to pay attention to cultivating students' psychological qualities in entrepreneurship education, help students develop a positive and optimistic learning and employment mindset, face challenges and setbacks, and have the determination to overcome challenges and difficulties, thereby enhancing entrepreneurship success rate and meet the Entrepreneurship education and teaching requirements. At the same time, it is necessary to cultivate students' entrepreneurial consciousness in entrepreneurship education, and add special psychological diagnosis and treatment departments to solve and dredge students' mental issues and mindset changes, thereby inspiring students' entrepreneurial passion and strengthen entrepreneurship confidence. It is also feasible to invite successful personnel from local companies to share successful experiences and hardships in entrepreneurship so that college students can fully experience the potential setbacks in entrepreneurship process. Students can exchange with their seniors and learn more practical methods to deal with setbacks.

Establish and perfect innovative talent cultivating program. When carrying out entrepreneurial education for Chinese language and literature majors in local colleges and universities, it is necessary to formulate scientific and reasonable training programs under the guidance of employment orientation according to their own characteristics, and provide entrepreneurial space and opportunities for students by adding more practical teaching activities. It is feasible to adopt 2 + 2 teaching mode, basic + entrepreneurship training model to carry out entrepreneurial education for local college students so as to improve students' overall quality. During basic training, public courses, elective courses, and compulsory courses can be used for students to understand the entire content of the subject and to meet the requirements of general education. During entrepreneurial ability cultivation, the curriculum system can be optimized to set up goals according to the four major capabilities and to cultivate students' entrepreneurial ability to integrate into local social and economic development, and guide students to enhance their entrepreneurial capability based on natural and cultural resources.

Deepen the curriculum system reform and teaching methods. As the teaching model and curriculum system of Chinese language and literature specialty at this stage are not beneficial for carrying out entrepreneurship education, it is necessary to reform and optimize curriculum system and teaching content under the requirements of the four capability cultivation goals, and strengthen

increase the integration of practice and quality education, pay attention to cultivating students' comprehensive ability. In addition, it is necessary to increase the proportion of practical teaching links, gradually implement the course admission system according to the fundamental principle of developing students' application ability. Each course must be certified to clarify the effect of each course in cultivating students' entrepreneurial ability. Put quality before quantity and avoid course setting subjectively. Also, it is necessary to break the restrictive factors existing in professional teaching, integrate Chinese language and literature with other subjects, and provide space and conditions for carrying out entrepreneurial education activities by interdisciplinary complementarity and improve the overall effect of education and teaching.

Improve teaching links and construct professional training bases. Despite that local colleges and universities have completed the construction of the teaching structure with the entry point of adhering to four major competence requirements in Chinese language and literature specialty entrepreneurship education, there remain some problems in the refined processing of teaching links. As a result, the launching and implementation of practical teaching activities are influenced by many factors under great limitations. In addition to the single practical teaching content, the teaching characteristics of local colleges and universities cannot be highlighted, bringing adverse impact on the improvement of college teaching quality. In view of this, it is necessary to expand the coverage of four major functions during the construction of the teaching practice system, and mobilize the students' enthusiasm to participate in practical activities by scientific and effective means, thus completing practical teaching goals and enhance the quality of practical teaching.

Teaching practice contents are divided into three modules: course practice, module ability practice and comprehensive practice. To carry out practical activities, it is necessary to focus on the integrated effect of the three major modules and combine them with entrepreneurship training programs so as to strengthen students' entrepreneurial awareness and capability. In addition, it is necessary to strengthen school-enterprises joint running, construct professional training bases to provide a good space for students' entrepreneurship. At the same time, enterprises should also provide appropriate support for student entrepreneurship, strengthen cooperation, enhance students' innovation ability, and promote mutual development. In addition, the reality in the past that internship bases of Chinese language and literature specialty are not broad enough should be changed, and internship bases should be set in new fields, especially fields for local socioeconomic development and fields of media, tourism, and some other fields related to the four major competence cultivation.

Improve teaching and student evaluation criterion. It is a relatively systematic and complex process to cultivate entrepreneurial ability, which is measured by the standard based on the cultivation. To achieve this goal, schools and teachers should focus on the planning of the teaching system, teaching models, and innovation of teaching methods and the updating of educational concepts, integrate teaching and learning to realize the bidirectional assessment of teachers and students' capabilities. However, viewing from the current situation of entrepreneurship teaching in local colleges and universities, the evaluation standards have not been well established and there are limitations to assessment content. Teachers' ability assessment mostly based on the evaluation of classroom teaching effect are implemented by guidance, supervision, listening, and student self-evaluation. The effectiveness of classroom teaching is valued. However, opportunistic situation occurs easily, which reduce the accuracy of assessment and prevent students' entrepreneurial ability from improving. Therefore, it is necessary to reform teaching quality assessment system and introduce teacher reply mechanism. Before lecturing a course, each teacher must answer the question on how the course achieves the teaching goals and how to turn students' entrepreneurial awareness into capability.

Most colleges and universities carried out student assessment via examinations or inspections, which are one-sided to a certain extent. On the one hand, traditional assessment mode is selected as assessment method to score the students' mastery of basic knowledge. On the other hand, original assessment mechanism is used to evaluate the students' ability level, which means to score according to students' final results. Without a understanding and control of the practice process, the assessment is

subjective and lack of objective effects. In addition, the students do not have a comprehensive mastery of practical skills, which is detrimental to improving students' entrepreneurial awareness and ability.

In view of this, colleges and universities should reform and optimize the assessment system and standards, accurately know students' learning condition, and adjust training models and methods timely, aiming to implement the cultivation of students' entrepreneurial ability, and reform the graduation thesis into an entrepreneurial design. Students complete a feasibility demonstration of entrepreneurship in virtue of what they have learned and regional resources. In the end, students who pass the defense are deemed qualified. Or it is also feasible to evaluate students' ability level by means of social security project or the practice entrepreneurship project. colleges and universities give a fair score by summarizing student's design program and internship achievements.

Summary

In conclusion, to carry out and implement entrepreneurship education and teaching in Chinese language and literature specialty of local universities, it is necessary to fully combine teaching conditions and student characteristics, adhere to the specific requirements of four functions, construct a sound teaching system, and scientifically choose teaching models and methods, thus realizing a high-degree integration of practical teaching and humanistic literacy, comprehensively deepening students' entrepreneurial awareness, and ultimately providing solid guarantee for students' future employment and entrepreneurship.

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