The Integration Scheme Design of Ideological and Political Elements of the Experiential Entrepreneurship Course

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Abstract: As experiential entrepreneurship education plays an increasingly important role in the entrepreneurship education system of colleges and universities, the ideological and political education function in experiential entrepreneurship courses has also attracted wide attention from entrepreneurship educators. This paper first sorts out the basic ideas and objectives of ideological and political education in experiential entrepreneurship courses, and then takes four typical experiential entrepreneurship course project consulting courses, enterprise management courses, entrepreneur forums and entrepreneurship reflection courses as examples to excavate ideological and political elements around the characteristics of these courses, design specific ideological and political education content, and analyze the effect of ideological and political education. The design of the integration of the above-mentioned ideological and political elements of the curriculum is of great significance for students to improve their entrepreneurial skills and establish a scientific concept of entrepreneurship.

Keywords: Entrepreneurship education; Experiential learning; Ideological and political elements

1. Introduction

In the practice of entrepreneurship education, experiential entrepreneurship courses have been paid more and more attention by colleges and universities. Taking the author's school as an example, experiential entrepreneurship courses include project consulting courses, business management courses, entrepreneur forums, and entrepreneurship reflection courses. Compared with theoretical teaching courses, experiential entrepreneurship courses pay more attention to the practicality and participation of courses, and students' personal experience will help them gain a deeper understanding of entrepreneurial theory and practical skills.

Relevant research has conducted a systematic study on the relationship between entrepreneurship education and curriculum ideological and political education. In terms of the relationship between the two, the innovation

and entrepreneurship education curriculum is consistent and complementary with the curriculum ideological and political education in terms of educational objectives, content, and educational methods [1–2]. Through the integration of "thinking" and "creation", it helps college students entrepreneurs to complete their entrepreneurial dreams while establishing their ambitions to serve the country and promote national development and social progress [3]. The deep integration of ideological and political education and college students' innovation and entrepreneurship education is of great significance for students to establish a correct outlook on life, world outlook, and values [4]. In the ideological and political model of experiential entrepreneurship courses, the "practical experience" education model helps to integrate the positive development and innovation spirit into the students' ideological and moral improvement, to comprehensively improve the students' innovative and entrepreneurial quality [5]. In terms of the problems existing in the integration of entrepreneurship education and curriculum ideological and political education, the teaching content of innovation and entrepreneurship education in colleges and universities at this stage focuses more on book knowledge and theoretical application, the exploration of curriculum ideological and political elements is not enough, the deep ideological and political implication contained in innovation and entrepreneurship education is ignored, and there is a dilemma of shallow integration and difficult integration of curriculum ideological and political content [6].

Based on this, this paper attempts to take the experiential entrepreneurship course as the starting point, effectively integrate ideological and political elements into the entrepreneurship education courses such as project consulting course, enterprise management course, entrepreneur forum and entrepreneurship reflection course, open up more updated ideological and political perspectives, design the ideological and political content of the course, and further improve the ideological and political education in entrepreneurship education in colleges and universities.

2. Experiential entrepreneurship course ideological and political education goal

The integration of ideological and political elements into the classroom of entrepreneurship education is to integrate the concept of moral education into the whole process of entrepreneurship education. For example, the establishment of enterprises needs to master legal knowledge such as company law and contract law to strengthen students' awareness of the rule of law; the study of the government's entrepreneurship support policy has enhanced students' patriotism and national pride; the study of business ethics cultivates students' moral quality, moral sentiment and social responsibility; the study of management decision-making shapes students' scientific spirit and exploration spirit. At the same time, experiential entrepreneurship courses allow students to have the opportunity to directly participate in various entrepreneurial activities, such as face-to-face communication with outstanding entrepreneurs, learning typical case studies, understanding and practicing the spirit of great power craftsmen, etc., so that students can have a deeper understanding of the entrepreneurial spirit that embodies the core values of socialism, such as honesty and law-abiding, social responsibility, and courage to innovate. Therefore, experiential entrepreneurship courses can more effectively achieve the goal of ideological and political education in entrepreneurship education.

3. Experiential entrepreneurship course ideological and political education content
3.1. Project consulting course
The project consulting class is an experiential course developed and designed by the entrepreneurial tutor according to the consulting project he undertakes. The students follow the tutor to participate in the whole process

of the project, analyze and solve various problems in the project, and participate in providing the final solution for the customer. Integrating ideological and political education into project consulting courses is helpful to cultivate students' professional ethics, social responsibility, and national feelings. The ideological and political points of the project consulting course are shown in **Table 1**.

Table 1. Ideological and political content design of the project consulting course

Ideological and political perspective	Specific content	Professional ethics and integrity
Honesty is the foundation	Honesty is the foundation	Emphasize the importance of integrity in project consulting and abide by professional ethics.
	Consciousness of responsibility	Cultivate students' sense of responsibility to customers, teams, and society, and ensure the feasibility and fairness of consulting suggestions.
community responsibility	Sustainable development	In the consultation, the impact of the project on the environment is considered, and the concept of sustainable development is advocated.
	Social contribution	Encourage students to solve social problems through consulting projects and promote social progress.
Teamwork and Leadership	Collective spirits	Emphasize the importance of teamwork and cultivate collaboration capabilities.
	Leadership training	Through project practice, improve students' leadership and decision-making ability.
Law-abiding and compliant	Innovative consciousness	Encourage students to propose innovative solutions in consulting and promote industry progress.
	Critical thinking	To cultivate students' ability of independent thinking and questioning, and to ensure the scientific nature of consulting suggestions.
Law-abiding and compliant	Law-abiding consciousness	Ensure that consulting projects comply with laws and regulations and safeguard the interests of customers and society.
	Compliance operations	Comply with industry standards and ensure the legal compliance of the consulting process.
Service consciousness and communication ability	Service consciousness	Always put the interests of customers first and provide high-quality services.
	Communication ability	Train students to communicate effectively with customers to ensure accurate understanding of their needs.
Lifelong learning	Continuous learning	Encourage students to keep up with new knowledge, new technologies, and adapt to the changing industry.
	Self-enhancement	Through reflection and summary, improve professional ability and professional quality.

Teachers lead students to participate in real project consulting activities, and consciously integrate ideological and political elements such as quality awareness, service awareness, and professional ethics into all aspects of the project, so that students can experience the importance of ideological and political elements in project practice. This can not only improve students' professional ability, but also enhance their sense of social responsibility and national feelings, and cultivate qualified talents with all-round development.

3.2. Business management course

The enterprise management course is developed and designed by the off-campus entrepreneurship tutor according to the actual problems of the enterprise, and the actual cases of the enterprise are brought into the classroom. The students are required to analyze the cases in depth as management consultants, and the tutors evaluate and

guide them. Incorporating ideological and political education into the course of enterprise management helps to cultivate students' professional awareness, integrity management, professional ethics, and national feelings, while improving their management ability and strategic thinking. The ideological and political points of enterprise management courses are shown in **Table 2**.

In the experiential entrepreneurship course, the enterprise management course has the characteristics of high experience and strong practicality. Teachers let students experience the practical significance of ideological and political points in practice by means of simulated operation, enterprise visits, and so on. Integrate relevant ideological and political elements to help students understand the importance of honest management, social benefits, serving national strategies, technological power, and high-quality development. While improving students' professional ability, they can also cultivate their sense of social responsibility and the feelings of rejuvenating the country through industry.

Table 2. Ideological and political content design of the enterprise management course

Ideological and political perspective	Specific content	Professional ethics and integrity
Honest management and compliance with laws and regulations	Honest operation	Emphasize that integrity is the cornerstone of business operations, to avoid the provision of shoddy products or services and financial fraud, and other immoral behavior.
	Hold the bottom line	The enterprise management should adhere to the legal and moral bottom line, abide by laws and regulations, maintain market order, and establish a good corporate image.
	Fair competition	Advocate fair competition, against monopoly and unfair competition.
Community responsibility	Sustainable development	Integrate the concept of sustainable development into enterprise management, and advocate green economy and circular economy.
	Social benefit	Enterprises should not only pursue profits, but also pay attention to social benefits, such as environmental protection, employee welfare, and employment.
Feelings of home and country, and mission responsibility	Serve the national strategy	Combine business operations with national strategies, such as "common prosperity", "rural revitalization", and "Belt and Road" to enhance students' sense of mission.
	Socialist core values	Integrate socialist core values into corporate culture, guide the development of enterprises with excellent corporate culture, and establish correct value orientation in production and operation.
	The pursuit of scientific and technological innovation	Encourage students to pay attention to core technology research and development, promote enterprise innovation, and help build a national science and technology power.
Centre people management idea	Spirit of entrepreneurship	The spirit of innovation, risk-taking, cooperation, and responsibility is emphasized in the business, and students are encouraged to be brave in the future business.
	employee care	It is emphasized that enterprises should pay attention to employee growth, welfare, and mental health, and build harmonious labor relations.
Innovation drives high-quality development	Science and technology power	He emphasized the Party Central Committee's assertion that "Chinese-style modernization depends on the modernization of science and technology", and encouraged students to focus on technological innovation, management innovation, and business model innovation in business operations.
	High-quality development	When guiding students to pay attention to future entrepreneurship, they should pay attention to the long-term development of enterprises. While pursuing the increase in quantity, they should pay more attention to the improvement of the "quality" of enterprises.
	Digital transformation	Guide students to understand the national digital strategy, combine the national artificial intelligence industry development plan, and promote the intelligent and digital transformation of enterprises.

3.3. Entrepreneurs forum

The Entrepreneur Forum course invites entrepreneurs to enter the entrepreneurship classroom and communicate with students face-to-face about their entrepreneurial history, development history, and business gains and losses. It is not only conducive to students' learning entrepreneurial skills, but also stimulates students' entrepreneurial enthusiasm. Integrating ideological and political education into the entrepreneur forum course can help students establish a correct business outlook, a sense of social responsibility, and a sense of serving the country. The entrepreneur forum course ideological and political points are shown in **Table 3**.

Table 3. Entrepreneur forum course ideological and political content design

Ideological and political perspective	Specific content	Professional ethics and integrity
Entrepreneurship and mission	Spirit of entrepreneurship	Carry forward the spirit of innovation, adventure, cooperation, and responsibility of entrepreneurs, and encourage students to practice entrepreneurship in entrepreneurship.
	Mission and responsibility	It is emphasized that entrepreneurs are not only participants in economic activities, but also promoters of social progress, and should shoulder the responsibilities entrusted by the times.
Social responsibility and sustainable development	Social responsibility	Entrepreneurs should pay attention to the impact of enterprise development on society, such as environmental protection, employee welfare, and charitable donations.
	Sustainable development	Promote green economy, circular economy, and low-carbon economy, and promote the development of enterprises with new productivity.
	Prosperity in common	Through reasonable distribution and public welfare undertakings, we will help achieve the goal of common prosperity.
Global vision and cultural confidence	International outlook	Cultivate entrepreneurs' global thinking, understand international market rules, and enhance the international competitiveness of enterprises.
	Cultural confidence	Respect cultural differences in cross-border operations, while strengthening cultural self-confidence and promoting multicultural integration.
The dominant position of enterprise innovation	Entrepreneurs' innovation consciousness and innovation power	Entrepreneurs are the power source of continuous innovation of enterprises, and the key to increasing innovation investment and enhancing innovation results. The spirit of innovation is conducive to promoting the research and development of core technology of enterprises and helping the construction of a national science and technology power.
	Open cooperation and common progress	It advocates exchanges and cooperation among entrepreneurs to jointly promote industrial technology upgrading and social progress.

The entrepreneur classroom is to guide students' entrepreneurial activities with typical cases by inviting entrepreneurs to enter the entrepreneurship education classroom to share their experiences. Because students have a natural sense of worship and confidence in successful entrepreneurs, when they interact directly in the classroom, the expression of entrepreneurs' ideological and political education views is easier for students to understand, accept, and follow, and the effect of ideological and political education is better. Therefore, the integration of ideological and political elements into this course can not only enhance students' entrepreneurial awareness and entrepreneurial skills, but also give full play to the role of entrepreneurs as an example and encourage students to establish lofty ideals.

3.4. Entrepreneurship reflection course

The entrepreneurship reflection class is a stage summary, exchanging experiences, and reflecting discussion of students' entrepreneurship practice in the classroom with entrepreneurship tutors and students. The nature of the course is open teaching. Teachers and students can have an open discussion on the results or problems of entrepreneurial activities in the previous stage. The interactive communication atmosphere is good, which is convenient for teachers to effectively integrate ideological and political elements into the course, cultivate their entrepreneurial spirit, risk aversion consciousness, and lifelong learning concept. The content of the ideological and political points of the entrepreneurship reflection course is shown in **Table 4**.

Table 4. Ideological and political content design of the entrepreneurship reflection course

Ideological and political perspective	Specific content	Professional ethics and integrity
Entrepreneurial spirit	The Chinese nation's traditional hard work, the self-improvement spirit of entrepreneurship	Carry forward the spiritual connotation of innovation, adventure, cooperation, and responsibility in the entrepreneurial spirit of the new era, and encourage students to practice the entrepreneurial spirit of excellent entrepreneurs in entrepreneurship.
Lifelong learning constantly improve themselves	Continuous learning	Encourage students to face the era of digital economy and the era of artificial intelligence, constantly update their knowledge, and adapt to the changes of the times.
	Self-reflection, continuous progress	Through reflection and summary, improve the skills and skills of serving the country and giving back to society.
Risk awareness and crisis management	Social responsibility fulfillment and risk prevention, and control	Analyze and cultivate students' ability to identify and respond to entrepreneurial risks with typical positive and negative cases, and guide students to face and solve risks with a high sense of social responsibility, such as market risks, financial risks, and innovation risks.
	Social responsibility fulfillment and crisis management	Through case analysis, students can understand the social responsibility and moral responsibility of enterprises in crisis.

The entrepreneurship reflection course has a relative particularity in the experiential entrepreneurship education course, which is different from the classroom teaching of other courses and the teacher-based situation. This course is open and two-way interactive. The content design of teachers' ideological and political education and the choice of ideological and political education methods are more free and flexible. Integrating ideological and political education into the entrepreneurship reflection course not only helps students summarize entrepreneurial experience and lessons but also cultivates their sense of social responsibility and the concept of lifelong learning. In future entrepreneurial activities, students can still take the initiative to assume social responsibility in the face of entrepreneurial risks and crises, and become entrepreneurs with firm beliefs, lofty ideals, innovative consciousness, and creative thinking.

4. Conclusion

Entrepreneurship education has been booming in China's higher education at the present stage. The proportion of entrepreneurship education courses in the curriculum system of various majors in colleges and universities is constantly increasing. Due to the strong practicality of entrepreneurship education, experiential entrepreneurship courses have also become the focus of entrepreneurship education curriculum development. Ideological and

political education and entrepreneurship education have strong similarities and correlations in talent training objectives and training methods. Therefore, the organic integration of the two has strong operability. Compared with traditional classroom teaching, the experiential entrepreneurship course has the characteristics of openness and practicality in the classroom, and the students' learning experience is higher, so the acceptance of ideological and political education is higher. In this way, students have a deeper understanding of the ideological and political elements, such as honest operation, social responsibility, innovation, and high-quality development, in the context of experiencing the real operation of enterprises. In this paper, several typical experiential entrepreneurship courses are set up to fully explore the ideological and political elements, extract the ideological and political points of the course, and summarize the specific ideological and political education content of each course, to provide a useful reference for the comprehensive and effective integration of ideological and political education into entrepreneurship education in colleges and universities.

There are still two limitations in this paper. First, there are great differences in the establishment of entrepreneurship education courses in different colleges and universities. The ideological and political education methods proposed in this paper may have applicability problems, especially in colleges and universities with few experiential courses, which need to be adjusted according to the specific situation. Secondly, although the teaching purpose and teaching content of the ideological and political education module are clearly stipulated in the outline of the entrepreneurship education curriculum, the off-campus entrepreneurial tutors and entrepreneurs in the experiential entrepreneurship curriculum are not full-time teachers in colleges and universities. It is difficult to grasp the integrity and depth of ideological and political education in the curriculum. Therefore, to ensure the smooth development of ideological and political education in entrepreneurship courses, it is necessary not only to control the school's well-designed teaching management system, but also to carry out extensive communication and coordination between school entrepreneurship education teachers and off-campus tutors, and entrepreneurs.

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