

Research on Lean Entrepreneurship Ability Cultivation of Preschool Education Majors in Higher Vocational Education

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Abstract. In view of the current employment problem of preschool education, this paper integrates lean entrepreneurship into innovation and entrepreneurship education, and proposes to build a curriculum system and result oriented teaching; Strengthen the teaching staff and establish a guarantee mechanism; Deepen the cooperation between schools and enterprises, and the collaborative development of industry and education, so as to help students broaden their career choices, improve the success rate of entrepreneurship, and increase their employment competitiveness.

Keywords: Preschool Education; Lean Entrepreneurship; Ability Training.

1. Preface

Nowadays, the problem of employment is becoming more and more prominent, and how to improve the employment rate has become the focus of colleges and universities and even the society. How to solve the employment problem? The State Council put forward policy requirements such as "Several Opinions on Doing a Good Job in Promoting Employment at Present and in the Future" and "Opinions on Several Policies and Measures for Vigorously Promoting Mass Entrepreneurship and Mass Innovation". Solving employment through entrepreneurship is an important way to solve "unemployed after graduation" an important way.

In 2008, Eric Ries tried to organize his own entrepreneurial content. By studying the experience of hundreds of failed companies, he edited and published the book "Lean Startup: How Contemporary Entrepreneurs Use Continuous Innovation to Successfully Start a Business", in the book He proposed the feedback loop of "Build-Measure-Learn", and applied "Lean" thinking to the process of innovation and entrepreneurship [1]. "Lean Startup" means to create a minimum viable product (MVP), repeat iteratively for target customers, and use the fastest speed to launch products that customers really need, and quickly change products when customers don't need them. This kind of entrepreneurial approach is widely used.

At present, although there are innovation and entrepreneurship courses in pre-school education, there is no systematic teaching and no practical training, which leads to students who do not understand entrepreneurship and will not actually start a business. Therefore, it will be a very important breakthrough to introduce Lean Startup into the preschool education profession.

2. Significance of Lean Entrepreneurship Integrating into Preschool Education

2.1 Broaden Career Options

Under the background of the epidemic, most people yearn for a stable job, and the number of people who choose to enter the education system is numerous, and college graduates with undergraduate and even graduate degrees can be found everywhere. In 2021, the recruitment ratio of a public kindergarten in Xi'an has even reached 1:500, and only the best can be successfully selected. In addition, most of the kindergartens in urban areas, whether public or private, require a bachelor's degree or above, and pre-school majors in higher vocational schools are very uncompetitive in terms of academic qualifications. Only some remote urban areas and some rural kindergartens require a college degree or above, but this is a choice that some graduates do not want to make. In this context,

preschool students can broaden their career choices through entrepreneurship, and Lean Startup is an excellent choice.

2.2 Improve the Success Rate of Entrepreneurship

The traditional way of starting a business is to write a complete business plan first, formulate a detailed business plan, and then make a corresponding business plan after you have an idea, but the market is changing rapidly, perhaps in the process, consumption The market is lost, but the human and material resources spent in it are irreversible. Entrepreneurship is a life-and-death experience, but lean startup can greatly increase the success rate of startups. Entrepreneurs can first create a minimum viable product (MVP), such as children's basketball, and contact the parents of the same community to provide door-to-door services, and formulate corresponding courses according to the needs of parents and the specific situation of children, so as to maximize the development of children's abilities, Constantly modifying its own products according to the actual situation, providing the best personalized service to each customer, greatly reducing the loss of human and material resources and reducing the failure rate of entrepreneurship.

2.3 Increase Employment Competitiveness

At present, no matter what industry is, there is a need for talents with all-round development. As far as pre-school majors are concerned, it is far from enough to only study courses in five fields. On the basis of the similar level of everyone, in terms of academic qualifications, vocational students still lack competitiveness. How to become more advantageous and entrepreneurial ability is very important. Employers with this part of the ability are often more foresight, and can lead enterprises or kindergartens to develop more smoothly and in the long run. Therefore, it is of great significance to integrate lean entrepreneurship into preschool education.

3. Paths of Lean Entrepreneurship Cultivation for Preschool Education Majors

3.1 Construct a Curriculum System and Result-Oriented Teaching

The Lean Entrepreneurship course consists of two parts: theoretical courses and practical courses. As shown in Figure 1, the theoretical part requires students to understand the relevant content of Lean Entrepreneurship, and the practical courses require students to obtain certain entrepreneurial results based on theoretical knowledge.

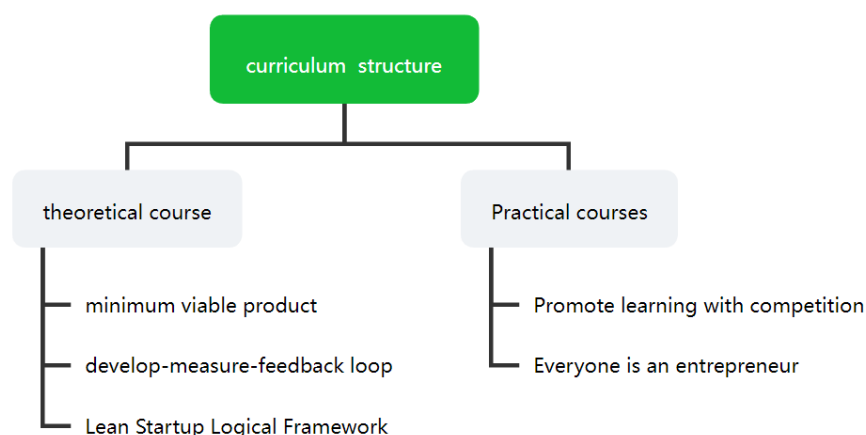


Figure 1. Lean Entrepreneurship Curriculum System

3.1.1 Theory Courses

The theoretical course is the basic course for integrating Lean Entrepreneurship into the Innovation and Entrepreneurship course, as shown in Figure 2. During this process, students need to know what

Lean Entrepreneurship is and how to do it, including minimum viable product (MVP), development-measurement-cognitive feedback A three-part logical framework for circularity and the Lean Startup.

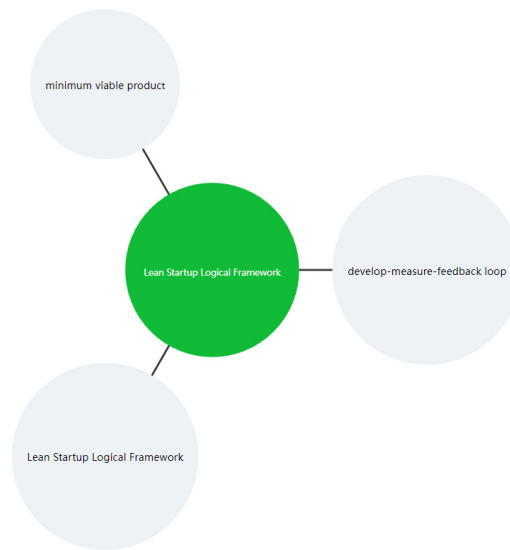


Figure 2. The Lean Startup Theoretical Course

MVP (Minimum Viable Product) refers to a minimal and concise prototype to show the final desired effect of the product [2]. That is to say, in this process, it is not necessary to make the product excellent and perfect, but only to express the core idea that it ultimately wants to show.

The specific process of the development-measurement-feedback cycle is shown in Figure 3. The specific performance is that the start-up enterprise first makes assumptions about user needs, and develops a minimum viable product MVP (Minimum Viable Product) in the shortest time according to the assumptions. Carry out measurements, and finally verify the hypothesis according to the measurement results, and gain knowledge, so as to make the decision of iterative improvement or iterative termination [3]. Iterative improvement means that the user's needs are not fully met and needs to be improved, and the termination of the iteration means that the assumptions made have no continuing value.

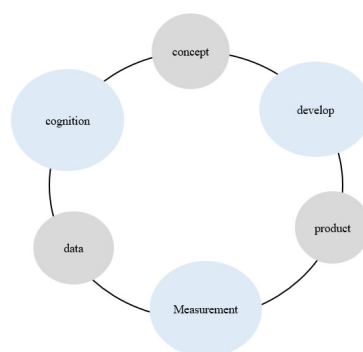


Figure 3. Develop-Measure-Feedback Loop

The logical framework of Lean Startup is shown in Figure 4, which means that the starting point of Lean Startup is user exploration and user interaction. Through this method, user pain points are explored, and user pain points and solutions are defined [4]. Then enter user verification, conduct scientific trial and error and verification of user pain points and solutions. If there are no users in the verification result, then turn around, adjust the business model, and return to the starting point of the entire lean startup.

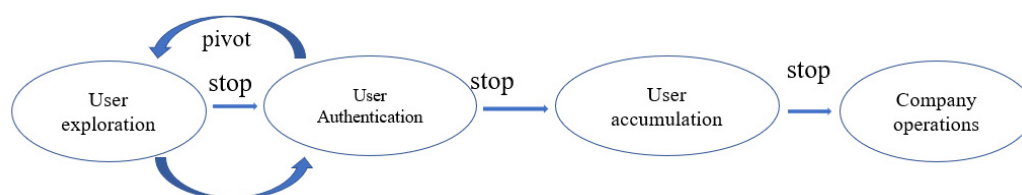


Figure 4. Logical framework of Lean Startup

3.1.2 Practical Courses

The practical course is divided into two parts: "Promoting Learning with Competition" and "Everyone is an Entrepreneur". Learning through competition is based on the Internet Innovation and Entrepreneurship Competition. According to its requirements in the classroom, the idea of Lean Entrepreneurship is integrated, so as to find the creative products that users need, and win the competition; everyone is an entrepreneur is Lean Entrepreneurship The important idea is that it does not require capital or even zero cost. Anyone with an idea can become an entrepreneur. At the end of the semester, each student is required to create a product that users need after feedback loop and verification trial and error.

3.2 Strengthen the Teaching Staff and Establish a Guarantee Mechanism

The construction of the teaching staff is mainly divided into the combination of on-campus and off-campus. On-campus refers to the arrangement of special innovation and entrepreneurship teachers to conduct theoretical and practical teaching. Some teachers have rich teaching experience, but lack of entrepreneurial experience. The two-semester entrepreneurial training helps them better learn the latest and best entrepreneurial knowledge and cases, interpret the relevant content of the Internet + Innovation and Entrepreneurship Competition, and help students better obtain competition and entrepreneurial results. In addition, off-campus entrepreneurs are regularly invited to the campus to share their experience. These entrepreneurs can be successful entrepreneurs, sharing their successful entrepreneurial experience with students; they can also be start-ups, providing students with entrepreneurial ideas and a clearer understanding of The preparation process of starting a business and how to increase the success rate of starting a business; it can also be a business loser, share with students why they fail, so as to help students avoid the risk of failure and avoid detours.

3.3 Deepening School-Enterprise Cooperation and Coordinated Development of Production and Education

At present, most of the school-enterprise cooperation in higher vocational preschool education is mainly concentrated in kindergartens. Students mainly go to kindergartens for practice exercises, and few schools cooperate with other enterprises. During school-enterprise cooperation, students can be surveyed, their intention data can be collected, and corresponding companies can be selected according to their preferences. Therefore, it is not limited to children, but companies in food, lodging, travel, shopping, entertainment and other aspects can be selected. In addition, when cooperating with enterprises, the products created by students in practical classes can be provided to enterprises, and the products that enterprises think are promising can be produced on a large scale. Enterprises not only obtain excellent products with development prospects, but also students You can also put your own achievements into practice, and even solve employment problems in the process.

4. Conclusion and Outlook

Entrepreneurship education is the inevitable result of the development of the market economy, and it is also the general trend of education development. The idea of Lean Entrepreneurship has been developed abroad for a long time, but it has developed slowly in China, and few colleges and

universities have integrated Lean Entrepreneurship into innovation and entrepreneurship. , in order to construct effective methods and paths for cultivating entrepreneurial ability in preschool education.

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