Research on the Discourse Construction Path of Entrepreneurship Education for Universities Media Majors in the New Media Era

Liu Di [1][2], Hwanjoong Kim [3] *

[1] School of Arts and Humanities, Dong fang College, Shandong University of Finance and Economics, Taian, Shandong Province,China.
[2] Dept. of Education and Culture Contents Development, Woosuk University, Wanju-gun ,Republic of Korea.
[3] Dept. of Occupational Therapy, Woosuk University, Wanju-gun, Republic of Korea.

Abstract*:* In the era of new media, a series of new changes have appeared in the discourse of entrepreneurship education of media majors in colleges and universities, such as personalized "small narrative", interactive "decentralization" and challenging "authoritative" discourse. Based on Wickham's entrepreneurship model, this paper analyzes the three key entrepreneurial elements of entrepreneurship education for media majors, namely "entrepreneurial activity", "entrepreneurial process" and "entrepreneur task", and combines the construction tasks of discourse in seven aspects, namely meaning, activity, identity, relationship, position and strategy, connection, symbol system and knowledge. It is proposed that the entrepreneurship education of media majors in the era of new media can be constructed from three aspects: constructing the discourse system of creation and integration education, emphasizing the practicality of discourse and weakening the didactic discourse, and strengthening the dynamic matching discourse of entrepreneurial elements, so as to achieve the goal of entrepreneurship education of media majors.

Keywords New media; Entrepreneurship education; Discourse construction; Media majors

INTRODUCTION

In the era of new media, with the continuous development of new media technology, the requirements of the state for media talents will be more strict and comprehensive. Training innovative and entrepreneurial media talents is one of the important tasks at present. The steady development of innovation and entrepreneurship education can cultivate a group of excellent talents with certain innovation ability, innovative ideas and entrepreneurial quality, which can be reflected in the innovation and entrepreneurship education of media talents [Tu, 2022]. Once the concept of innovation and entrepreneurship is integrated into education, the innovative and creative ability of media talents will be continuously enhanced. Therefore, it is necessary to vigorously promote the cultivation of innovative media talents so as to give play to the role of media talents in social development.

New media is a kind of cross-language and cross-culture post-industrial society product, its diversity and unbounded open virtual space attributes conform to the constructivism assumption, and also become the new context and important means of the construction of the discourse system of entrepreneurship education in media majors [Wang, 2021]. Therefore, based on clearly understanding the key entrepreneurial elements of entrepreneurship education for media majors, predicting the discourse transformation trend of entrepreneurship education in media majors in the context of new media, and clarifying the discourse construction tasks and paths of entrepreneurship education in media majors are undoubtedly an important topic that needs to be solved urgently in the development of educational theory and practical operation.

KEY ENTREPRENEURIAL ELEMENTS OF ENTREPRENEURSHIP EDUCATION FOR MEDIA MAJORS

Foreign entrepreneurial model research mainly includes the Timmons model, Gartner model, Wickham model, Christian model and Sahlman model. Comparatively speaking, the Wickham entrepreneurship model based on the learning process is more consistent with the entrepreneurship education of media majors in connotation and practice [Chen, 2020].

In 1998, Wickham put forward the entrepreneurial model based on the learning process in his book "Strategic Entrepreneurship", see Figure 1. The model mainly includes three key elements: entrepreneurial activity, entrepreneurial process and entrepreneurial task. Among them, the entrepreneurial activity includes four interrelated elements: resources, organizations, entrepreneurs and opportunities. It is the task of entrepreneurs to dynamically coordinate the relationship between resources, organizations and opportunities in the entrepreneurial process of continuous learning.
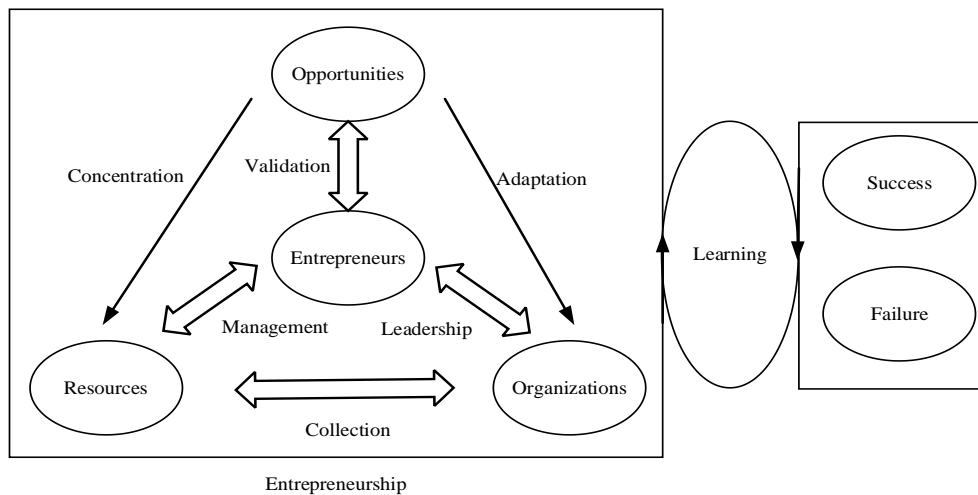
Figure 1 Wickham entrepreneurship model

According to the characteristics and elements of Wickham's entrepreneurship model, the "opportunity" referred to in the "entrepreneurial activities" of the entrepreneurship education of the media major is the starting point and key element of the entrepreneurship of the media major. It can only be identified and confirmed after the concentration of media resources and adaptation to the media market environment. "Resource" is one of the core entrepreneurial triangles of media majors, which is the concentrated embodiment of entrepreneurial opportunities. Entrepreneurs carry out entrepreneurial activities by gathering media entrepreneurial organizations and managing resources related to the media field. The "organization" needs to constantly acquire and utilize knowledge about media and entrepreneurship from the media and its cross-border market environment, and lead entrepreneurs to gather resources to carry out "entrepreneurial activities". "Entrepreneurs" of the core position of entrepreneurial activity, will lead the business team or business organization to identify opportunities, integration of resources to adapt to the market environment, implement media entrepreneurial opportunities in a dynamic learning process, media business organizations and the height of the media business elements such as entrepreneurship resources matching, thus entrepreneurs task, namely the pioneering success or failure.

The three key entrepreneurial elements of Wickham entrepreneurship model with a dynamic matching need the entrepreneurship education of media major to put entrepreneurs with media professional knowledge background in the key core position of the relationship among various factors and guide entrepreneurs to strengthen the identification and confirmation of entrepreneurial opportunities in the media field or non-media field. Lead the entrepreneurial team to integrate and manage relevant entrepreneurial resources to carry out entrepreneurial activities with the characteristics of the media

specialty, constantly strengthen the learning of relevant knowledge of the media specialty and entrepreneurship field, adapt to the media entrepreneurship market environment, and promote the success of media entrepreneurship projects [Zhong, 2020].

THE DISCOURSE CONSTRUCTION OBJECTIVES OF ENTREPRENEURSHIP EDUCATION FOR MEDIA MAJORS IN THE NEW MEDIA ERA

Discourse is a network of meaning, metaphor and symbolic systems. Similar to ideology, discourse strives to legitimize reality. Discourse is subjectively constructed. The infinite meaning it constructs and hides is always limited and fixed by the structure of social relations that pervades specific time and space and is itself presented through different utterances. Saussure divided speech into two systems: language and speech. Language is a symbolic system jointly owned and recognized by users of the same language, while speech is used individually, including individual listening, speaking, reading and writing. Fairclough believed that no matter social or individual discourse, it would be restricted by social existence, while actual discourse should be restricted by potential conventions of discourse.

Entrepreneurial discourse is the oral, written and related non-verbal factors in the process of entrepreneurship. The discourse of entrepreneurship education includes written texts such as business plans, project recommendations and product descriptions, oral words such as entrepreneurial opportunity identification, entrepreneurial resource integration and market expansion, and non-verbal elements such as symbols, behaviors and cognition related to these language elements. The discourse of entrepreneurship education of media majors refers to the non-verbal factors such as written text, oral communication and related thinking, behavior and symbols in the process of entrepreneurship education

of media majors. It includes the interpretation language of the written text of the media entrepreneurship project, such as the business plan, project publicity video, project cooperation agreement, project operation materials and other traditional text media. It also includes the oral communication of the subject and object of media education on the media entrepreneurship project, such as course teaching, road show defense and oral communication. It also includes a medium language for discussing entrepreneurial knowledge through new media such as Douyin, Weibo, Kuaishou, Wechat and QQ. The subject of media education spreads media entrepreneurship knowledge through discourse, and the object of education receives the subject's communication discourse and combines the attributes of media entrepreneurship project and self-knowledge experience to selectively use it, forming a new cognition about media entrepreneurship project and guiding the operation of media entrepreneurship project [Liu, 2017].

The era of new media is the big market background of media education. The post-modernity of new media has prompted a series of new changes in the discourse of entrepreneurship education in media major, mainly reflected in: Personalized "small narrative" game media major traditional entrepreneurship education discourse "meta-narrative" and "grand narrative", interactive "decentralized" discourse to replace the traditional entrepreneurship education discourse "mono-center", "anti-authority" discourse to promote the subject and object of education towards equal dialogue, etc. These changes have caused some practical problems, such as ambiguous discourse systems, disordered discourse structure and disordered discourse path. It is necessary to clarify the construction task of entrepreneurship education discourse for media majors and further deepen the reform of innovation and entrepreneurship education.

James Paul Gee, an American expert on discourse analysis, puts forward "seven construction tasks" of discourse construction. It mainly includes: Significance construction is to give semantic meaning and produce value or meaning. Identity construction is the identity or role of discourse transmission. Relationship construction is the expression relationship between the subject and object of discourse and the establishment of an expected relationship. Position and strategy construction is to convey the views on the nature of social product distribution. Activity construction is to promote things to carry out practical activities. Contact construction is to make the subject and object of discourse contact or not contact. Symbol systems and knowledge constructions are the formation and practice of symbol systems and knowledge frames. No matter meaning, activity, identity, relationship, position and strategy, connection, symbolic system and knowledge, they are all complementary and integrated tasks.

Compared and analyzed the content of the elements of James Paul Gee's discourse construction "Seven Construction tasks" and Wickham's entrepreneurship model, there is a high degree of coincidence and agreement between them. Specific for the media professional entrepreneurship education discourse construction, namely the education subject through discourse interpretation of entrepreneurship "meaning" value, media professional students as "entrepreneurs" recognition "business opportunities", in the process of entrepreneurship education and entrepreneurial opportunity through words build up all the "identity" of entrepreneurship education stakeholder and roles, such as, Mentors, course instructor, project reviewer, investor and venture team members, or even a competitor, at the same time, according to their "relationship" joint venture "organization", such as integration of entrepreneurial team "resource" to promote media related practice of entrepreneurship education "activities", establish the education cooperation between individuals or organizations of competition between subject and object, such as social "contact", Finally, the discourse communication system of "symbol system and knowledge" related to entrepreneurial projects of media majors will be formed [Shi, 2016].

The characteristic of discourse determines its prominent construction. From the perspective of discourse communication, entrepreneurship education takes discourse as the essential dynamic to match various entrepreneurial elements and realizes the purpose of entrepreneurship education based on discourse as the surface communication function and deep logic function. The subject of entrepreneurship education in media major can carry out surface communication function between entrepreneurship project and educational object, and indirectly input symbol system and stance strategy of entrepreneurship knowledge in media major to educational object. Through the communication and construction of entrepreneurial discourse between the two sides, the integration and interaction of entrepreneurial elements of media major, such as entrepreneurial opportunity identification, entrepreneurial concept unification, entrepreneurial market analysis, entrepreneurial team formation, business model construction, and financing channel opening can be achieved, so as to achieve the effectiveness and implementation of entrepreneurship education of media major.

THE DISCOURSE CONSTRUCTION PATH OF ENTREPRENEURSHIP EDUCATION FOR MEDIA MAJORS

In the new media era, there are some problems in discourse construction, such as the reduction of discourse power of creative and integrated education, the coverage of practical attributes of discourse by

theoretical preaching discourse, and the lack of dynamic matching of entrepreneurial elements of a discourse. According to these words build problems, this requires a media professional entrepreneurship education context new changes to adapt to the new media, changing discourse construction thinking,

combined with Wickham model and James Paul's words "seven build tasks", trying to build the media professional entrepreneurship education has the characteristics of discourse to construct model and path, as shown in Figure 2.
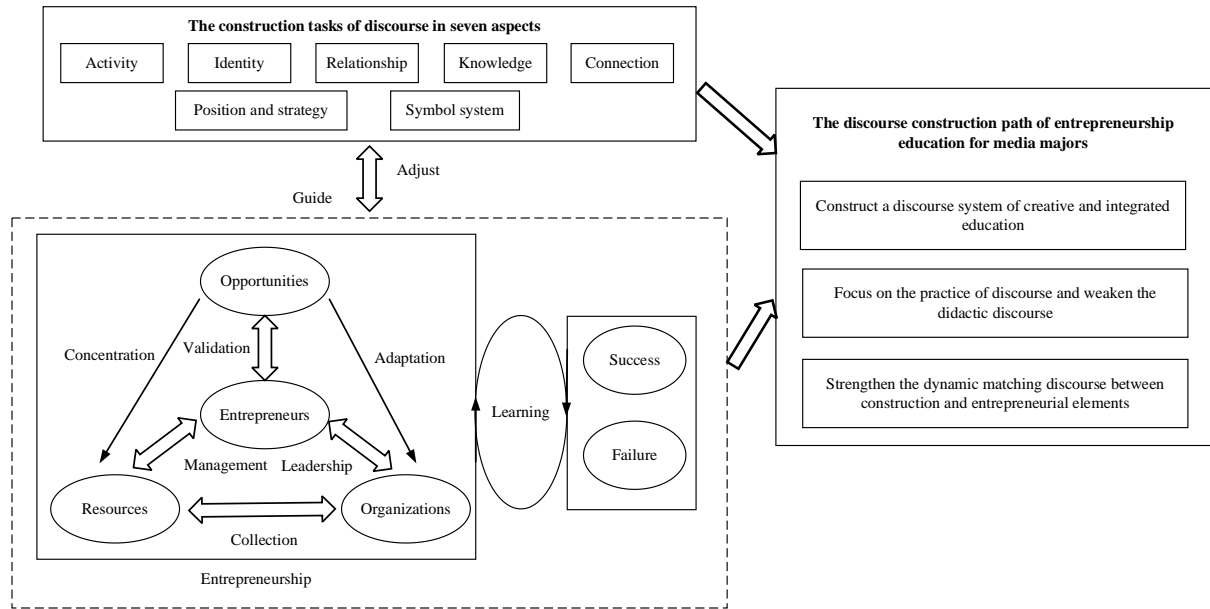
Figure 2 Model and path of entrepreneurship education discourse construction for media major

Construct a discourse system of creative and integrated education

Under the State Council on deepening the reform of the institutions of higher learning innovation entrepreneurship education implementation opinion "file spirit, various universities to promote professional education and creative education organic fusion, adjust the professional curriculum, mining and full of all kinds of professional course innovation entrepreneurship education resources, strengthen the innovation of entrepreneurship education in the process of imparting professional knowledge. For the media major entrepreneurs of the education object, the entrepreneurial element generally cannot exist independently of the media major education, and it is deeply integrated with the media major education. The special creation and integration education has become a crucial and distinctive entrepreneurship education in the entrepreneurship education of the media major. , designed a fusion influence to further strengthen education, education object can be combined with the most familiar media professional entrepreneurship environment, grasp the opportunity, entrepreneurial projects, a clear positioning media professional entrepreneur and entrepreneurship resources role and identity, closer relationship with for stakeholders in the field of media professional and contact, The position and strategy of the entrepreneurial project can be determined at a faster

speed, and the smooth entrepreneurial transaction can be ensured through the long-term practice of entrepreneurial activities. Finally, the symbol system and knowledge of exclusive creation and integration can be formed.

Focus on the practice of discourse and weaken the didactic discourse

Fairclough, a famous scholar, combined Saussure's linguistic views with Foucault's sociological views and made it clear that discourse is a kind of social practice language. Didactic discourse is a common phenomenon in the entrepreneurship education of media majors, which covers the connotation and meaning of discourse at a practical level. In particular, the practicality of discourse as an entrepreneurship education pays more attention to its operability and implementation. According to James Paul Gee's words "Seven construction tasks" and Wickham's entrepreneurship model, the entrepreneurship education discourse of media majors should pay attention to the practicality of discourse and further weaken the didactic discourse. In the process of education, education is the main body to try to overcome the existing discourse pattern, use of new media technology in-depth understanding of media discourse demand for entrepreneurship education, professional entrepreneurs equal dialogue education object, avoid the use of educational theory to the education object scripted, entrepreneurship at the

completion of the media professional entrepreneurship education theory knowledge, the academic discourse toward the practice of discourse.

Strengthen the dynamic matching discourse between construction and entrepreneurial elements

The three entrepreneurial elements of "entrepreneurial activity", "entrepreneurial process" and "entrepreneur task" in Wickham's entrepreneurship model have been in a dynamic change from the generation of entrepreneurial project ideas to the practice and operation. This dynamic change will react against the formation and iteration of the discourse of entrepreneurship education in media majors. The construction of the discourse communication path of entrepreneurship education in media major is based on the dynamic matching process of entrepreneurial elements and entrepreneurial knowledge plates. At present, the entrepreneurship education of media majors mainly adopts the static education form of teaching relevant entrepreneurship knowledge in the classroom. The static discourse of entrepreneurship education is difficult to connect with dynamic entrepreneurial elements, which leads to the insignificant effect of entrepreneurship education on media majors and even the rejection of the education object.

The three entrepreneurial elements, "entrepreneurial activities", "entrepreneurial process" and "entrepreneurial tasks", do not exist independently. Their integrated development attributes make the construction of entrepreneurship education discourse of media majors have multiple intersections. Media professional colleges and universities, for example, "the" space "or innovation of business incubators platform is designed and the fusion of education practice, on the platform, entrepreneurship education fully communication and sharing between subject and object, the entrepreneur and entrepreneurship resources by occupancy agreement or informal discourse identity building, and on the practice platform to carry out the" entrepreneurial activity ", realize "entrepreneurial process" platform, To facilitate the completion of "entrepreneur tasks", these discourse construction processes have multiple intersections, rather than spreading in their discourse paths. Media professional education of entrepreneurship education, therefore, subject to say advantages into full play, to understand the media discourse needs professional entrepreneurs, both sides around three key elements entrepreneurship and discourse of seven build tasks to carry out the education with the characteristic of media professional designed and fusion of discourse system, through discourse communication media to promote professional entrepreneurship education to achieve real results.

CONCLUSIONS

Based on clearly understanding the key entrepreneurial elements of entrepreneurship education for media majors, predicting the discourse transformation trend of entrepreneurship education in media majors in the context of new media, and clarifying the discourse construction tasks and paths of entrepreneurship education in media majors are undoubtedly an important topic that needs to be solved urgently in the development of educational theory and practical operation. Based on Wickham's entrepreneurship model, this paper analyzes the three key entrepreneurial elements of entrepreneurship education for media majors, namely "entrepreneurial activity", "entrepreneurial process" and "entrepreneur task", and combines the construction tasks of discourse in seven aspects, namely meaning, activity, identity, relationship, position and strategy, connection, symbol system and knowledge. It is proposed that the entrepreneurship education of media majors in the era of new media can be constructed from three aspects: constructing the discourse system of creation and integration education, emphasizing the practicality of discourse and weakening the didactic discourse, and strengthening the dynamic matching discourse of entrepreneurial elements, so as to achieve the goal of entrepreneurship education of media major.

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