

# Design of Innovative Ability Training Mode for Management Master Students in Local Colleges and Universities

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**Abstract**—Innovation is the soul of a nation's progress and the inexhaustible driving force for a country's prosperity, and the innovation of talents is the core and basis of innovation. For contemporary colleges and universities, the cultivation of "double high" talents with high comprehensive quality and high innovation ability is an urgent task, which is also the main index to measure the quality of teaching and education in today's colleges and universities. At the same time, improving the quality of teaching and education is the unshirkable responsibility of colleges and universities for the country, society and students.

**Keywords**—innovation ability; management master students; local colleges

## I. INTRODUCTION

After more than 30 years of reform and development, China's graduate education has established a relatively complete graduate training system. This is not only the result of China's two centenary goals of talent demand, but also the demand of talent for their own high development. In China, the core of postgraduate education is to improve the research ability of postgraduates. Since the 1980s, China's postgraduate education has been developing rapidly, and the number of applicants and enrolling students for postgraduate education is increasing day by day every year. In 2018, the number of applicants for postgraduate education in China has reached a new record high, reaching 2.9 million. And the number of students admitted by our university has exceeded 200 in 2018. From the current employment situation, a large number of graduate students will move into the social practical field. China's social and economic development is sustainable, so the social demand for high-level professional talents is great.

For the present graduate education teaching, the promotion of high-level, high-quality innovative talents is the fundamental place of education<sup>[1]</sup>. Based on this situation, improving the innovation ability of postgraduates is the primary task throughout the graduate stage. At present, the innovation ability of postgraduates is insufficient, which is mainly reflected in scientific research achievements and participation in scientific research. Therefore, it is of great theoretical and practical significance to improve the innovative ability of postgraduates and explore the cultivation mode of innovative ability of postgraduates.

Although there are few experimental research projects for the master of management, the requirements for the innovation ability of postgraduates are still very high. At present, there are some problems in the innovation ability of management graduate students, which are reflected in the quantity and quality of scientific research results. There are several reasons for the current lack of innovation ability of graduate students.

## II. REASONS FOR THE LACK OF INNOVATION ABILITY OF CHINESE POSTGRADUATES

### A. Teaching Methods (system)

#### 1) Insufficient Attention Is Paid to Cross-knowledge

Management postgraduate education is essentially a kind of professional education, so we must pay attention to "specialization". At the same time, the essence of this kind of graduate education is research. Therefore, while emphasizing "specialization", we also need to pay attention to "erudition". At present, there is a general situation that "specialization" is more important than "erudition" in graduate education in China. Some scholars have found through relevant studies that 73.8 percent of master's supervisors and 85.29 percent of management personnel think that the postgraduate knowledge is not enough, and 64.9 percent of graduate students are not satisfied with their knowledge reserve. For management students, they have no way to answer when asked about certain professional knowledge. It can be seen that the current small knowledge reserve of graduate students is due to the lack of teaching methods and insufficient attention to cross-knowledge learning in graduate education. Due to the lack of knowledge reserve, insufficient interdisciplinary learning, and the lack of opportunities for in-depth study and research, these problems will have a negative impact on the research of postgraduates, which will limit their vision, perspective and ability to solve problems, and further limit their innovation ability.

#### 2) Emphasis on Theoretical Teaching, Light of Practical Teaching

Practice is the sole criterion for testing truth. For postgraduate scientific research, a large number of innovative achievements come from repeated experiments and thoughts. Through constant practice, a graduate student in combination with their learned knowledge to deal with the problems and difficulties in the process of scientific research, in the process

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of discovery and solve problems. It not only makes the students' ability to analyze and solve problem, and masters the scientific research method, but also can make reasonable use of network and other advanced technology, forms a unique vision, produces rigorous scientific attitude and forms the scientific spirit of the pursuit of truth.

In our country's traditional graduate education teaching thought, inheritance is a main line throughout. Graduate education attaches importance to the degree of knowledge. Theoretical teaching is the main content of teaching. But few in practice. Heavy theory-light practice mode of education in the three years of postgraduate study makes students to blindly insist. Theoretical independent thinking ability and theoretical solve ability are difficult to support the practice. The students' ability of independent thinking and discover, analysis, problem solving skills cannot be improved. These will be harmful to the graduate student's scientific research ability. Emphasis on Individual Training, Light Cooperation and Exchange

Through the communication with others, students can broaden their horizon, stimulate their interest in study and research, and form divergent thinking, so as to avoid the limitations caused by the same problems (or a certain field) in the research process for a long time. In this way, students can break through the fixed thinking mode, generate new ideas, and improve their innovation ability in scientific research.

At present, our country graduate student training mode is mostly together. The students always under the guidance of their teachers to learn the theory, research, writing. They always learn alone or with a few staff other disciples, less communication with other master's students. Even if has a research project to join with others, the division of labor alone makes it is difficult to reach the purpose of cooperate and communicate. In addition, due to some conditions, such as the limitation of economic conditions, postgraduates are lack of conditions to participate in domestic and international academic activities. There are few academic activities and lectures on management. This closed training mode and conditions limit students' ability of scientific research and innovation, and restrict the reform and development of graduate education.

### 3) Single Admission Criteria

In China, the annual postgraduate entrance examination mainly tests students' knowledge rather than their ability. To be specific, the examination pays more attention to small knowledge points rather than structural knowledge, and restates previous opinions rather than students' own views. Students' research ideas, research methods and research results are not highly valued. In China's postgraduate entrance examination, the score of the examination largely determines whether students can continue to study for a master's degree. And those potential excellent students with certain experience in scientific research and practical ability cannot be employed. Is the score of postgraduate entrance examination a standard to measure students' scientific research ability? This is something we need to think about.

### 4) Rigid Academic System

In China, postgraduates generally make three years. They are required to complete their studies in three years. In this three years, the research is based on a long time theory on the course, and very short period of time in scientific research. The research on the second semester began to prepare for graduation thesis proposal. This kind of situation makes students have learned in a short span of three years too late to be interested in the direction of further research. Directly affect the level of students' research results. The rigid system of graduate student innovation ability have great limitations.

### B. Backward Scientific Research Conditions

"To do a good job, you must first sharpen your tools". Many practices like we emphasize the importance of "tools". For graduate students, scientific research conditions are their conditions for scientific research. In the absence of books, materials and equipment. It is difficult to carry out scientific research smoothly. Appropriate material conditions and advanced equipment are necessary for the achievement of creative scientific research.

The matched scientific research conditions in China's graduate education are relatively backward. Inadequate books and material, mismatched scientific research machinery and facilities are great constraints to the graduate research work<sup>[2]</sup>. Many schools are backward in their research. Especially for the graduate management, inadequate books and materials. Such as no independent laboratory makes a lot of obstacles on the way to the scientific research. The scientific research equipment cannot meet the needs of the training of graduate students have only the current management. The lack of scientific research project is also affect one of the biggest problems of students' innovative ability. In addition, the economic base determines the superstructure, scientific research needs certain funds, no funding support, students are difficult to devoting themselves to their scientific research. All the above problems have affected the improvement of graduate students' innovation ability.

### C. Mentor Team

Since most of the current graduate education is under the training of teachers, the role played by tutors cannot be ignored. However, in the current graduate education, the supervisor's leading role is restricted by some conditions, which also indirectly affects the innovation ability of current graduate students, mainly reflected in the following aspects:

#### 1) Insufficient Number of Mentors

The lack of mentors is reflected in two aspects: the absolute lack and the relative lack. The so-called absolute number of the lack of refers to the number of each tutor to take a class of students is relatively large<sup>[3]</sup>. Some up to 6 students. As a result of the tutor usually busy work, tutors lack energy to guide students; The relative shortage refers to the increasing number of graduate students. For famous teachers from famous universities and popular majors, the number of graduate students is very large. This phenomenon leads to the insufficient energy of tutors to guide students' learning in scientific research.

## 2) *The Tutor Lacks The Awareness and Effective Methods to Guide the Postgraduate Research*

First of all, the lack of guidance of graduate student research consciousness. In the process of student communication, teachers rarely give students guidance. The students don't know some practical methods, such as how to choose and how to write a paper, how to make use of the existing literature. Some teachers think graduate as a free labor use. If the teacher does not pay attention to the students' scientific research ability, only care about the job done as a result, in the graduate student's learning process could backfire. In addition, there are still some problems in the guidance of the tutor to the students in scientific research methods. In the process of guidance, the tutor ignores the personalized characteristics of the students and cannot guide the students to carry out scientific research learning, which is also not conducive to the cultivation of the innovative ability of graduate students.

### D. *Postgraduate Themselves*

At present, the motivation of many postgraduate entrance examinations is to lay a foundation for future work or avoid employment rather than to love scientific research work. Only a few students really love scientific research and take it as their future work. This original intention will affect the attitude of postgraduates in scientific research and learning, leading to the passive scientific research of most students. Students will show an inactive state in the process of scientific research and learning in order to complete homework and graduate, which will inevitably lead to the low innovation ability of postgraduates.

## III. SOLUTIONS

For the problems analyzed above that affect the current innovation ability of postgraduates, the following suggestions are made to improve the current situation of insufficient innovation ability of postgraduates in China:

### A. *Cultivation Method*

#### 1) *Strengthen Interdisciplinary Study and Research*

Interdisciplinary learning and research not only broadens horizons and increases knowledge, but also helps graduate students develop multidisciplinary thinking and enhance their ability to find, analyze and solve problems. Therefore, it is necessary to strengthen the interdisciplinary study and research in the postgraduate education of local management.

Strengthening interdisciplinary learning and research can exert a significant influence on the traditional graduate training mode formed for a long time. A project subject can be subject to the comprehensive guidance of interdisciplinary experts and professors, which is conducive to give full play to the professional advantages of scholars, and conduct all-round study and research from multiple perspectives. For the cultivation of postgraduates, this kind of comprehensive study plays a positive role in expanding the vision of postgraduates and improves the practical ability of project scientific research. In the research process, postgraduates can learn from each

other through cooperation with others in the project and improve their innovation ability and scientific research level.

#### 2) *Enhance the Flexibility of Teaching Methods*

The improvement of the innovative ability of postgraduates depends on the teaching process. In the training process of postgraduates, the innovation ability of students can be improved through the demonstration and instruction of tutors and the continuous learning and experience accumulation of students in the process of scientific research. Through this kind of teaching mode, the graduate in continuous learning and practice to develop the ability of independent thinking, stimulate the study enthusiasm, improve the innovation ability. In addition, this mode can make graduate students understand the frontier research field and representative theory, combined with continuous learning and research, to make them in the research of frontier problems in the process, absorb the knowledge basis is committed to innovative research. In order to promote the development of the academic aspect. Through the course teacher to student's exchange and the instruction, further enhances the student's scientific research level.

#### 3) *Attach Importance to Scientific Research Practice and Training*

In the process of training and education of management graduate students, teaching and research should be combined to make students participate in scientific research practice as much as possible, and improve students' scientific research level in practice.

In the training process of postgraduates, many schools enhance the practical ability of postgraduates in scientific research by strengthening school-enterprise cooperation, which is also one of the widely acclaimed models at present. For example, in the training of engineering graduate students, the university of Manchester in the United Kingdom adopts a one-to-one cooperation between graduate students and professional technicians to follow up the project. Each student not only has a tutor for academic guidance, but also gets practical guidance from enterprise staff. For our graduate management, increase the enterprise practice is an important way to improve the innovative capability of scientific research. In the process of learning, students can combine theory and practice, the book knowledge and actual problem. Which can not only improve the students' communication ability, cooperation begin speaking ability, but also strengthen the cultivation of students ability to innovate and improve.

### B. *Good Environment for Cultivating Postgraduate Research Ability*

#### 1) *Conditions for Postgraduate Research*

We will increase funding for scientific research. The economic foundation determines the superstructure, and the first research fund for graduate students depends on the state's investment in graduate education. Second, broaden the sources of funds, such as strengthening the cooperation between local universities or colleges and enterprises. Set up a special research fund for postgraduates.

Complete scientific research facilities. Advanced research facilities are necessary to improve the research ability of

postgraduates<sup>[4]</sup>. The first is to realize high informatization. In the process of speeding up the construction of postgraduate education. It is necessary to build a matching system of sharing resources of postgraduate training, teaching and scientific research and a comprehensive information service system. Local colleges and universities should also speed up the construction of internal campus network system to realize the sharing of scientific research resources as soon as possible. Second, we need to invest more in research hardware and upgrade research facilities so that students and teachers can use advanced equipment in research. Third, we need strengthen the management. Local colleges and universities should set up the corresponding scientific research laboratory. So that human and material resources can achieve a unified and comprehensive use and management. And to provide more research practice opportunities for graduate students.

## 2) Academic Exchange Atmosphere and Academic Exchanges

Create an academic atmosphere. High-quality academic communication not only enables postgraduates to expand new horizons, but also helps to generate new ideas through the collision of ideas with others in the process of communication, which is the demand for improving the innovation ability of postgraduates. Schools, tutors and students themselves should develop the habit of taking pleasure in academic exchanges and create an atmosphere that values academic exchanges.

How to strengthen academic exchanges? First of all, at the school level, the school should improve the relevant system. Stipulate the number of times each graduate student should participate in academic activities in each semester. And the activities are not limited to the major. In order to strengthen interdisciplinary learning and communication, and to include it in the credits. In addition, the tutor should also support the students to participate in academic activities. At the same time, strengthen the academic communication within the teacher, and jointly improve the innovation ability. Finally, students should stimulate their enthusiasm to participate in academic activities. In order to achieve the purpose of expanding horizons, take the initiative to sign up.

## C. Better Construction of the Tutor Team

The tutor plays an important role in cultivating the innovative ability of postgraduates. Strengthen the construction of the tutor team is the key to give full play to the role of the tutor. The following points should be paid attention:

### 1) The Requirements for the Recruitment of Mentors

Firstly, degree requirements. We should pay attention to improve the degree structure of the tutor and gradually improve the degree requirements of the postgraduate tutor. Secondly, the ability to engage in high-level scientific research and innovation will be the leading requirement when hired. Thirdly,

the moral level and psychological quality of the tutor should be improved. The tutor should have good scientific literacy and be strict with himself and his students.

### 2) Guidance Methods.

In the process of cultivating graduate students' innovation ability and scientific research ability, tutors should not suppress students' innovation ideas. Tutors should try to encourage students' innovation research if conditions permit. In addition, tutors should also develop personalized training programs for different students to guide them in scientific research and learning.

### 3) Open Guidance Mode

Firstly, in the major, several tutors can form a tutor expert group. Tutors in the group can give common guidance to the graduate students they take. Secondly, conduct cross-disciplinary guidance. When the tutor gives guidance to cross-disciplinary students, the knowledge network of students can be expanded. And students can conduct cross-disciplinary, all-round and multi-angle scientific research. In this process, the innovation ability and scientific research ability of postgraduates can be improved.

## IV. CONCLUSION

This paper explores the innovation ability of local university management graduate students. And found that the current management graduate student creation ability is insufficient. We analyze the reasons that restrict the innovation ability of local university management graduate students from four aspects. And try to put forward corresponding solutions. To improve the innovative ability of postgraduates is an urgent problem, which requires the joint efforts of the school, the tutor and the students.

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