

Research on the Quality Improvement of Innovation and Entrepreneurship Competition in Colleges and Universities*

Wen Shi

College of Economics and Management
Shenyang Agricultural University
Shenyang, China

Dequn Song**

Student Affairs Office
Shenyang Agricultural University
Shenyang, China

**Corresponding Author

Yu Teng

School of Humanities and Law
Shenyang Open University
Shenyang, China

Abstract—The entrepreneurship and innovation competition project is a key link in the entrepreneurship and innovation education of colleges and universities. Against the background of the rapid development of mass entrepreneurship and innovation competition project in China's college and universities, this paper summarizes the problems existing in the implementation process of the project, and puts forward corresponding countermeasures and suggestions.

Keywords—mass entrepreneurship and innovation competition; quality improvement; colleges and universities

I. INTRODUCTION

The 18th National Congress of the Communist Party of China proposed to cultivate students' innovative spirit as the connotative development direction of higher education. In order to ensure the effectiveness of reforms, China has issued a series of documents in recent years to promote the in-depth development of mass entrepreneurship and innovation education in colleges and universities. For example, in 2010, the Ministry of Education issued the "Ministry of Education's opinions on vigorously promoting mass entrepreneurship and innovation education in colleges and universities and self-employment of college students". In 2012, the Ministry of Education issued a notice on the "Basic Requirements for the Teaching of Entrepreneurship Education in Ordinary Undergraduate Schools (Trial)"; in 2015, the State Council

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issued the "Implementation Opinions on Deepening the Reform of mass Entrepreneurship and Innovation Education in Colleges and Universities". Strengthening the mass entrepreneurship and innovation education of college students and cultivating high-quality talents with innovative consciousness and innovative ability are of great strategic significance for promoting the reform and development of higher education and promoting the construction of an innovative country.

Mass entrepreneurship and innovation education aims at cultivating talents with basic entrepreneurial qualities and pioneering personality. For college students, it is mainly education on entrepreneurship consciousness, entrepreneurship spirit and innovation and entrepreneurship ability. Under the background of the continuous deepening of mass entrepreneurship and innovation education in colleges and universities, the education departments at all levels continue to promote the practice of mass entrepreneurship and innovation education reform. Among them, the mass entrepreneurship and innovation competitions have been widely carried out, and it has become an important way to for the implementation of education and teaching quality projects in universities and the cultivation of high-quality talents with innovative spirit and practice ability. The mass entrepreneurship and innovation competition refers to various types of mass entrepreneurship and innovation activities that are closely related to the curriculum outside the classrooms of higher education. It is a combination of the knowledge of one or several courses to design a college student competition to solve practical problems or specific problems.

II. THE STATUS QUO AND SIGNIFICANCE OF THE IMPLEMENTATION OF MASS ENTREPRENEURSHIP AND INNOVATION COMPETITION IN COLLEGES AND UNIVERSITIES

In recent years, mass entrepreneurship and innovation competition projects for college students have emerged in an endless stream. Taking Liaoning Province as an example, in 2018, the Provincial Department of Education set up 28 mass entrepreneurship and innovation competition projects for undergraduate students, such as “University Internet + Innovation and Entrepreneurship Competition”, “College Student Innovation and Entrepreneurship Annual Meeting” and “College Student Industrial Design Competition”. For colleges and universities, the number of school-level mass entrepreneurship and innovation competitions is rising year by year. Taking Shenyang Agricultural University as an example, the number of mass entrepreneurship and innovation competition projects approved by the school in 2018 is 55, including the “College Student Market Research and Analysis Competition”, the “College Students Mathematical Modeling Contest”, and the “College Student E-Commerce Innovation, Creativity and Entrepreneurship Challenge”. It can be seen that universities and educational management departments have integrated the mass entrepreneurship and innovation competition into daily teaching management, which is an effective means to improve students' comprehensive quality and cultivate practical and applied abilities.

From the perspective of cultivating students, the benefits of conducting a mass entrepreneurship and innovation competition are obvious. First of all, through this method, students' initiative in knowledge exploration can be improved. Through actual training and competition projects, students will continuously discover problems, ask questions and try to solve problems, and promote students to change from passive learning to active learning. Secondly, the mass entrepreneurship and innovation competition itself is a kind of creative labor. Most of the competition projects need to be completed by team members. In this way, the group consciousness of college students can be enhanced and the team spirit of students can be cultivated. Third, the mass entrepreneurship and innovation competition provides students with a platform of pioneering thinking and broadening horizons, encouraging students to combine book knowledge with practice. Finally, through the participation of students from all majors and grades, students can effectively integrate knowledge of various disciplines, forming a scientific research heritage that senior students drive junior students and a good teaching and research atmosphere. Overall, the mass entrepreneurship and innovation competition played an important role in the cultivation of students' application and practical ability.

III. PROBLEMS IN THE IMPLEMENTATION PROCESS OF MASS ENTREPRENEURSHIP AND INNOVATION COMPETITION PROJECTS

Under the background of boom time of the mass entrepreneurship and innovation competitions in China's colleges and universities, on the one hand, education management departments at all levels and colleges and universities will invest considerable human, material and

financial resources each year to organize and host various competition projects. Students' interest in mass entrepreneurship and innovation competitions will be gradually increased and the participation in the competition is also increasing year by year. The role of the competition in the mass entrepreneurship and innovation education of students cannot be ignored. On the other hand, there are still some problems in the implementation of the competition.

A. *College Students' Awareness of Participating in Mass Entrepreneurship and Innovation Competition Is Not Strong, and Some Students Have Problems with Utilitarianism*

In recent years, due to the vigorous publicity of the school and the introduction of various preferential policies and incentives for students' mass entrepreneurship and innovation competition, the participation of students has increased year by year. However, overall, students' awareness of participating in the mass entrepreneurship and innovation competition is not very strong. Many students still think that the mass entrepreneurship and innovation competitions are different from their own professional courses and the competition has little to do with their future development. Therefore, some students are not interested in the various mass entrepreneurship and innovation competitions held by the school, so they don't participate actively. Although some students actively register for the competition, they often cannot take it seriously and wholeheartedly devote their energies to completing the competition project, so many projects are abandoned halfway.

In addition, as schools provide more and more encouragement and incentives for students participating in the mass entrepreneurship and innovation competition, many students participate in the competition program only to maintain their advantages in evaluation awards, comprehensive evaluation, as well as joining party and postgraduate recommendation. Few students are actually participating in the competition for the purpose of exercising their practical ability, improving their professional level, and preparing for entrepreneurship after graduation in the competition. Under this circumstance, students can't be serious to the project. Many students' projects are perfunctory, and they don't take the instructors' revision opinions seriously. In addition, during the competition, the students rely on the instructor from the selection of the topic to the completion of the project. In order to complete the guiding task, the teacher has to complete the competition project by himself. The students do not understand the work, so the project loses its true meaning.

B. *The Interest of the Instructor in the Competition Is Not High, and Some Instructors Are Not Familiar with the Competition Project*

Since many students participate in competitions during their freshman year and sophomore year, they have not been able to complete the relevant professional courses. Therefore, the instructors have played a very important role in the topic selection, program design, and research method selection. However, seeing from the actual situation, because the guidance is only an extra task for college teachers apart from

teaching and scientific research, and in the context of the constant emphasis on scientific research in some universities, many instructors are less interested in the activity which is tough and difficult to make certain achievements.

In addition, due to the different implementation purposes of various types of mass entrepreneurship and innovation competition projects, there are also differences in the content of training students' ability. Some competition instructors have a vague understanding of the purpose, requirements, and ability of students to train. In this case, the effect of students participating in the competition is greatly reduced, failing to achieve the exercise purpose.

C. The Competition Project Has Not Been Integrated with the Talent Training System

Some schools' mass entrepreneurship and innovation competition projects are outside the school's talent training system. Many teachers and students take it as an extracurricular interest activity, so that the competition project can't fully play its due role in entrepreneurship and innovation education. Although cultivating innovative talents has been proposed in the talent training program in many majors, they don't have enough understanding of the role played by the mass entrepreneurship and innovation competition project in personnel training, and fail to truly integrate it with teaching plans, curriculum, and professional development direction, student assessment and evaluation system.

D. The Competition Organizers of Each School Failed to Provide Good Guidance and Service

At present, various school-level mass entrepreneurship and innovation competition projects are more and more abundant, which is not only an important link in the practice of student entrepreneurship and innovation education, but also plays an important role in the training and selection of provincial and national competition projects. However, many organizers only played the role of pre-competition propaganda, competition organization, and post-match awards. The service for the competition was not really in place. The students' needs were not well understood, and students often faced the situation that in such a wide variety of competitions, they don't know how to start, how to participate, how to choose the topic, and issues to pay attention to during the competition, they can only slowly explore under the guidance of the teacher, which makes the work inefficient and cannot achieve the purpose of exercise.

IV. CONCLUSION

It is recommended to actively encourage college students to participate in the mass entrepreneurship and innovation competition, help students to closely integrate theoretical knowledge and practice, improve their application and practical ability, help improve the quality of students' employment, and solve the problem of graduates' employment difficulties. As a major venue for cultivating high-quality talents, colleges and universities need to further enhance the quality of activities in mass entrepreneurship and innovation competitions and enhance students' ability to innovate and

create. Specifically, we need to start from the following aspects:

A. Strengthening Publicity to Make Students Fully Understand the Significance of Implementing the Competition

The students are not active to participate in the competition project, mainly because of the insufficient understanding of the important role of the competition project in their future career and academic development. Therefore, schools should strengthen the propaganda of competition projects. They can provide students with the ability to start employment and entrepreneurship, their own entrepreneurial process and entrepreneurial experience through the invitation of professional teachers, workplace experts and graduated students. In this way, students will be able to understand the spirit of mass entrepreneurship and innovation competitions, expand the knowledge level of students, increase the comprehensive understanding of mass entrepreneurship and innovation competition activities, enhance students' self-confidence, improve their overall quality, and lay a good foundation for the development of the competition.

B. Schools Should Pay Attention to the Important Role of Competition Projects in Personnel Training, and Strengthening Teacher Training and Cultivation

From the school level, teachers should be encouraged to actively serve as the competition instructors, and relevant policies should be issued in terms of workload accounting, rank promotion, and evaluation awards. Encourage and demand high-ranking, highly educated teachers to make groups with students with high learning proficiency, and guide students to apply for scientific and technological innovation projects and participate in mass entrepreneurship and innovation competitions according to the research direction. In addition, colleges and universities can organize teacher training on a regular basis, and can also encourage teachers to go out to participate in entrepreneurship and innovation education learning and training, improve the professional quality of teachers, and promote the development of entrepreneurship and innovation education.

C. Combining Mass Entrepreneurship and Innovation Competition Projects with Talent Training Systems

Colleges and universities need to integrate mass entrepreneurship and innovation competition projects with the talent training system. By optimizing the curriculum system, organically combining theoretical knowledge with practical activities, building a practical platform for mass entrepreneurship and innovation competition projects, and stimulating students' enthusiasm for the competition. For example, for the award-winning projects recognized by the school, they should be appropriately tilted in the relevant course assessment; for some competition projects that are closely related to the profession, they can be used as the undergraduate thesis of the participating students, and the project that meets certain award criteria, they can be exempted from oral defense of one's dissertation. Separate credits are set up, students participating and winning in the mass

entrepreneurship and innovation competition projects are rewarded with innovative credits, and the important role of innovative credits should be reflected in evaluation awards and postgraduate recommendation.

D. The Competition Organizer Should Strengthen the Guidance and Services of the Competition Project

Each organizer must not only do a good job in pre-match preparation, competition process management, but also need to strengthen their guidance and service in the competition. For example, strengthen the project propaganda before the competition, so that students can truly understand the purpose of the competition; work as a bridge between the competition party and the students, so that the students' participation requirements will be reflected to the competition party, making the competition more responsive to the students' demands; organize professionals to carry out training for the competition project and avoid teachers and students detouring or deviating from the purpose and requirements of the competition; through the return visits and exchanges with peer experts, instructors and participating students, carry out post-game summary, continue to enrich the content and form of mass entrepreneurship and innovation competition, to promote the efficient operation of the participating projects and enhance the quality of mass entrepreneurship and innovation competition projects.

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