

Study on Improving the Innovation Ability of University Students Majoring in Economics and Management by Discipline Competition

-- A Case Study of Wuhan City College

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Abstract

Subject competition plays an important role in promoting the innovation ability of college students. Through discipline competition, students' comprehensive quality and ability can be improved, their practical ability can be exercised, and their innovative thinking and ability can be promoted. Taking the economics and management students of Wuhan City College as an example, the authors analyze their achievements and successful experience in discipline competition, point out the existing problems, and put forward suggestions for improvement from the aspects of training and enhancing students' competition awareness, improving the discipline competition system, and paying attention to the balanced development of the combination of arts and sciences.

Keywords

Discipline Competition; Innovation Ability; Practical Ability; Economic Management.

1. The Introduction

In recent years, innovation and entrepreneurship education is in full swing, and discipline competitions play a decisive role in promoting the innovation ability of college students. Significant results have been achieved in improving the practical ability and innovative spirit of college students through discipline competitions. Subject competition is closely related to subject teaching, and it is a process of systematic arrangement and practice based on students' deeper understanding of professional knowledge. The author takes the economics and management students of the university as the research object. To study the ways to improve the innovation ability of college students through discipline competition.

2. The Effect of Discipline Competition on Improving College Students' Innovation Ability

2.1. Enhance Students' Comprehensive Quality and Ability

Students participating in discipline competitions can improve their comprehensive quality and ability, such as teamwork, interpersonal communication, interpersonal communication, organization and coordination, self-learning and so on. For example, in the "Challenge Cup" competition, team members need to share different roles and tasks in the process of the competition: questionnaire making, plan making, field investigation, plan writing, PPT making and propaganda, organization and management of the team, etc. Members need to do a good job in the division of cooperation before, when they meet problems to discuss and cooperate to solve, to ensure that a satisfactory solution can be provided in the later period. In need and guidance teacher, students in the process of collaborative research related working personnel

of enterprises, especially the need to do offline survey questionnaire, also need a lot of contact with different social group communication, team members are constantly discuss collision of inspiration, the ability of interpersonal communication, treat people in the process to get the very good exercise. When students do a project, they often need a variety of professional knowledge, such as marketing, management, logistics management, financial management and other multidisciplinary knowledge. Some projects also need to use software platforms of different disciplines, according to the needs of the project, students' self-learning ability is also greatly improved.

2.2. How to Improve Students' Practical Ability

Take the National College Students Market Research and Analysis Competition as an example, from project selection, program design, field investigation, questionnaire production and distribution, and then to the research report writing, defense PPT production, video recording and editing, on-site defense and so on. The completion of each link is based on students. When selecting a topic and designing a scheme, it is necessary to consult a large number of literature materials, and determine a good topic according to the analysis of problems that have been mastered by professional knowledge. The process of field survey, questionnaire making, collection and analysis requires students to make use of their management knowledge, research knowledge, statistical analysis knowledge and other comprehensive knowledge to go to enterprises or consumers to field survey, collect questionnaires and analyze them with relevant software. It is the comprehensive application of students' professional knowledge in practice. After the completion of the project research report, the process of PPT making, video recording and editing, and on-site defense are the comprehensive skills that economics and management college students will need in their career. These abilities can be exercised and improved in the competition.

2.3. How to Improve Students' Innovative Thinking and Ability

In the competitions of economic management subjects, the contents of competitions are often closely related to students' professional quality, innovative practice and other qualities. Discipline competitions also put forward higher requirements for students' innovative consciousness and spirit. In the process of completing discipline competition projects, college students will encounter many urgent problems to be solved or to be innovated, which can stimulate them to think and explore the professional problems of the discipline. Problem-oriented, college students can explore according to the problems they find. Through the integration of disciplinary knowledge, interdisciplinary knowledge collision put forward more good ideas, so as to continue innovation and development. This process is a good training of students' innovative thinking and ability.

3. Current Situation of Students Participating in Discipline Competitions

3.1. Students' Achievements and Experience in Discipline Competitions

The main discipline competitions that the college students of the Department of Economics and Management of our university participate in are the professional competitions of economics and management. In all kinds of discipline competitions, the college students of economics and management of our university have achieved good results and won 18 prizes at provincial level or above in 2021. The number of provincial and above award students reached 100. In recent years, the number of students participating in discipline competitions and the number of students winning prizes keeps climbing, and the winning surface of students is also constantly expanding, and the level of winning prizes is constantly improving. The categories of students participating in discipline competitions are also constantly increasing, and the level of

cultivating innovative talents in the department is also constantly improving. The experience of discipline competitions can be summarized as follows:

3.1.1. Measurement from the School Side

The college attaches great importance to discipline competitions. The college attaches great importance to the cultivation of application-oriented university talents, especially to discipline competitions that can improve students' ability of innovation and entrepreneurship. In order to promote the development of discipline competition related activities to cultivate and enhance the innovation ability and professional skills of college students. In charge of the school leaders to personally as the discipline competition management team leader, vigorously propagandize discipline competition affairs. For example, the one-month-long campus Science and Technology Culture Festival will be held, and the prize-winning works will be exhibited and demonstrated in the college. On the one hand, we can see the work and works of the students who win prizes in the competition are affirmed. On the other hand, we can also attract the interest of the students who are interested in the competition. The college gives priority to the cultivation of discipline competition instructors, the evaluation and award of students, the support of competition funds, the recognition of credits for innovation and entrepreneurship and so on, which promotes the development of the college in discipline competition.

3.1.2. Measurement from the College Side

Each major carries out relevant competitions within relevant disciplines, and makes great efforts in publicity, competition organization, and the combination of courses and discipline competitions. The Department of Economics and Management started the course of Entrepreneurship from the Business Administration major in 2012. So far, most majors of the Department of Economics and Management have offered the course of Entrepreneurship. Special emphasis is placed on practicality and is combined with subject competitions. Through course learning, students can combine theoretical knowledge with social practice, and improve and deepen their cognition in learning and practice. Compared with the traditional teaching mode, entrepreneurship combines practical teaching with competition to make the original rigid and empty theoretical knowledge more vivid and easy for students to understand and absorb. Through the course, students are more familiar with the process of discipline competitions, especially the "Challenge Cup", "Innovation Youth" and "Internet +" innovation and entrepreneurship competitions. Students are prepared to apply for relevant subject competitions.

3.1.3. Action from the Student Side

Discipline competition can promote learning through competition, thus creating a strong learning environment. Most discipline competitions take social hot topics as the theme, or revolve around the application of major in social practice. Participating in discipline competitions not only broadens students' horizons, but also stimulates their interest in learning. With the interest of students learning can be changed from passive to active, students participating in the classroom enthusiasm significantly improved, learning effect is significant. In the build-up to the game, on the other hand, is to student's willpower and endurance training, after the game honed the confidence of the students improved, through competition, met a group of like-minded friends together towards the same goal, the spirit of competition inspired them forward, infected with them at the same time students learn from it. The competition stimulated students' interest in learning and further improved their innovation ability.

3.2. Problems Existing in Discipline Competitions

3.2.1. Non-Prominent Characteristics of the Competition System of Each Discipline

The discipline competitions of the Department of Economics and Management of the College are mainly carried out in two main lines: grand innovation competitions and professional

competitions. In the big innovation competition, students often fail to apply the professional knowledge they have learned to the competition. However, in professional competitions, there are students who do not understand the professional knowledge properly and cannot apply the professional knowledge to practice well in the process of competition. Furthermore, students need to improve the selection and guidance of the competition. Explore the important value that competition brings to students in their major. Lay a foundation for future participation in work or innovation and entrepreneurship.

3.2.2. Weak Innovation Ability of College Students

In recent years, the lack of creativity and innovation has become an increasingly prominent problem in the innovation competition works submitted by students. Most of the works are based on earlier works, or topics that have been studied. Or in the research methods of predecessors to research, resulting in the works in recent years difficult to achieve breakthrough results. The current situation is not conducive to the improvement of students' ability in all aspects, especially the cultivation of students' innovation ability, and is not conducive to the long-term development of disciplinary competition activities in the department. Therefore, the novelty and innovation of the works should be more emphasized in the future innovative scientific and technological works, and their characteristics should be highlighted.

3.2.3. Big Gap between Humanities Competitions and Engineering Competitions

Although there are more and more kinds of discipline competitions, there is still a big gap in both quantity and quality between arts and science discipline competitions. The number and quality of science and engineering competitions far exceed those of humanities, whether it is the national ranking list of discipline competitions of ordinary universities released by the Ministry of Education or the A-type competitions recognized by my university. Most business and management competitions fall under the category of humanities. Discipline competitions of economics and management are generally presented in the form of reports and papers, or in the mode of competitive confrontation, which is relatively single and limited. Works of science and engineering are mainly presented in physical objects in various forms. The results of science and engineering competitions are more convenient to be implemented and applied socially. To sum up, there is an obvious gap between humanities and science disciplines to improve their innovation ability through discipline competitions.

4. Suggestion

4.1. Cultivate and Improve Students' Awareness of Competition

Pay attention to the combination of teaching and discipline competition, use competition activities to guide college students to combine the theory learned in class with social practice. The development of discipline competitions can help students deepen their understanding and application of theoretical knowledge and stimulate their interest and desire in learning. In the process of competition, guide students to take the initiative to find problems, learn to analyze problems and put forward feasible solutions. Teachers can combine competition content with courses. For example, supply chain competition can be combined with supply chain courses in some practical training courses of logistics management major, and logistics design and planning course design can be studied by introducing cases of logistics design competition. Guide students to actively participate in competition activities and improve themselves in daily student life. Cultivate and improve students' competition consciousness and innovation ability.

4.2. Improve the Discipline Competition System

On the students' side, students will understand and participate in the training of competition projects of various disciplines under the guidance of teachers from the beginning of entering

the school. The first year will focus on relevant basic learning, guiding students to know about different disciplines and competitions, and arousing students' interest in learning. The second academic year focuses on cultivating students' software operation ability, data collection and data processing ability, and guides students to participate in university-level innovation and entrepreneurship project training and some professional competitions. In the third school year, students will be invited to participate in various discipline competitions according to their interests and specialties, especially innovation and entrepreneurship projects, which have high requirements for students' comprehensive abilities. In terms of instructors, attention should be paid to the combination of major innovation competitions and professional competitions, and students' professional expertise should be given play to during the guidance of major innovation competitions. When guiding professional discipline competitions, we pay attention to exploring students' comprehensive ability and innovation ability.

4.3. Pay Attention to the Balanced Development of the Combination of Arts and Science

For discipline competitions, we should balance the categories of arts and science projects and the number of projects. Work together to improve the quality of humanities and science subject competitions. In this way, students of each discipline can get enough training in the competition, so as to improve their own innovation ability. Education authorities, schools, teachers and students should start to change from ideological cognition, sum up experience from teaching and competition, improve the competitiveness of humanities works, so as to provide more and more opportunities for humanities competitions, and realize the balanced development of humanities and science competitions. Then there are some comprehensive disciplinary competitions, which generally require multidisciplinary professional knowledge, especially the knowledge that needs to be combined with arts and sciences, such as college students' great innovation competition and Internet +. In these comprehensive discipline competition projects, more attention should be paid to the collection of arts and sciences. Both students and instructors should combine arts and sciences to produce more and better innovative works.

5. Conclusion

Discipline competition plays an important role in improving the innovation ability of college students majoring in economics and management. Therefore, economics and management majors should pay more attention to discipline competition and attach importance to discipline competition in improving students' innovation ability. Economics and management majors should do a good job in the organization and publicity of discipline competitions at various levels. It is suggested economics and management majors establish and improve the incentive mechanism of discipline competitions so that to promote learning to improve the discipline competition system. Furthermore, humanities and engineering disciplines should enhance the cooperation that can not only lay a good foundation for the development of discipline competitions, but also good for improving students' innovation ability.

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