

Research on Problems and Countermeasures in the Management of Innovation and Entrepreneurship Competitions in Higher Vocational Colleges

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Abstract: Aiming at deepening the reform of the education system and improving the quality of talent cultivation, this study focuses on the development of college students' innovation and entrepreneurship competition activities. Through research on the operation and management model of these activities in higher vocational colleges, it aims to explore how to effectively organize and manage this type of competition. With the core objectives of enhancing students' innovative spirit, practical ability, and comprehensive quality, it promotes the reform of the talent training system. Furthermore, it conducts beneficial exploration and practice on how to effectively carry out college students' innovation and entrepreneurship competition activities.

Keywords: higher vocational colleges; college students; innovation and entrepreneurship; competition; operation and management model

1. RESEARCH BACKGROUND AND PURPOSE

1.1 Research Background

With the rapid development of the social economy and the awakening of innovation and entrepreneurship awareness, higher vocational colleges are paying increasing attention to cultivating students' innovation and entrepreneurship abilities. Innovation and entrepreneurship competition activities, as an important form of cultivation, have received widespread attention and participation. However, in the process of organizing and managing these activities for students in higher vocational colleges, there are still some problems and challenges. It is necessary to seek effective operation and management models to help higher vocational colleges better organize and manage these competitions, promote the cultivation of students' innovation and entrepreneurship capabilities, and advance the development of innovation and entrepreneurship education in higher vocational colleges.

1.2 Research Purpose

The purpose of this study is to explore the operation and management model of innovation and entrepreneurship competition activities for students in higher vocational colleges. It aims to propose an effective organization and management method, targeting the deepening of educational system reform and the improvement of talent training quality. It seeks to promote the cultivation of college students' innovation and entrepreneurship abilities, focusing on the development of these competition activities as the main thread, with the core goals of enhancing students' innovative spirit, practical ability, and comprehensive quality for talent training system reform. Beneficial exploration and practice are conducted on how to effectively carry out these activities. Based on this context, the research aims to formulate competition management systems that align with the school's reality and characteristics, providing support and guarantee for elevating the level and quality of these activities in our institution. It seeks to build an innovation and

entrepreneurship education system deeply integrated with industrial development, embedded, and characterized, continuously strengthening the effectiveness of innovation and entrepreneurship education. The paths to achieve this goal include "curriculum," "disciplinary fields," and "competition." It adheres to integrating innovation with majors, letting innovation lead entrepreneurship, and having entrepreneurship drive employment. It insists on permeating the entire talent training process with cultivating students' awareness of innovation and entrepreneurship and enhancing their practical abilities in this area, forming a strong campus atmosphere for innovation and entrepreneurship, and gradually establishing a new "three integrations" teaching model integrating courses and competitions, university and innovation, and majors and competitions.

2. RESEARCH METHODS

2.1 Establishing a New Model for Cultivating Innovative Talents

Establish an innovation and entrepreneurship education curriculum system characterized by "Integration of Major and Innovation, Collaborative Education." The design of innovation and entrepreneurship education courses in colleges is a key tool for implementing such education. Adhere to the innovation of classroom teaching as the core to promote the construction of innovation and entrepreneurship education and the organization of innovation and entrepreneurship competitions, exploring ways to organically integrate professional education with innovation and entrepreneurship education. The key lies in optimizing the design of courses that combine majors and innovation, enabling the natural embedding of innovation and entrepreneurship education into professional courses, thereby enhancing students' ability to use professional knowledge to identify and solve problems.

Guided by the student-centered concept of growth, conduct in-depth research on college students' individual characteristics, interests, hobbies, professional fields, cognitive abilities, entrepreneurial intentions, etc. Introduce cases, simulations, business games, etc., into teaching

materials. Employ various teaching methods such as brainstorming, case analysis, role-playing, and educational games to inspire students to find and solve problems in the practice process, thereby deepening students' understanding of innovation and entrepreneurship knowledge, cultivating their innovative thinking, and enhancing their entrepreneurial skills. Bring new elements to teaching, stimulate students' entrepreneurial inspiration, guide them to engage in entrepreneurial practice, achieving the effect of "promoting teaching through competition and promoting learning through competition."

2.2 Deepening Practical Concepts and Promoting "Integration of Major and Innovation"

Relying on our college's "Green Mobility Future" Maker Studio, "Wu Lei High-Skilled Talent Innovation Studio," and the "Shandong Province Sheet Metal Rough Repair Collaborative Innovation Center," carry out innovation and entrepreneurship education activities integrated with professional fields. Based on reality, make groundbreaking progress in various tasks such as training "Innovation and Entrepreneurship" mentors, providing basic "Innovation and Entrepreneurship" education, offering "Innovation and Entrepreneurship" ability tutoring, cultivating "Innovation and Entrepreneurship" projects, and organizing participation in various levels of "Innovation and Entrepreneurship" competitions. Effectively guide students to establish connections between their professional knowledge and innovation and entrepreneurship knowledge, achieving the organic integration of professional skills and innovation and entrepreneurship skills at the practical level.

Invite corporate executives and technical experts to serve as off-campus mentors, organizing lectures, seminars, and other activities to broaden students' horizons in areas such as team building, marketing model design, operation management, and technological breakthroughs, solving specific problems in innovation and entrepreneurship.

Focus on promoting students' simulation training for innovation and entrepreneurship practice, cooperate with internship bases to carry out practical activities such as internships and training, and collaborate with enterprises to develop the "Internet +' New Energy Vehicle Technology Practice" course.

2.3 Building Effective Innovation and Entrepreneurship Practice Courses

Entrepreneurship courses are the most core and important link in innovation and entrepreneurship education. The cultivation of students' innovation and entrepreneurship quality and the enhancement of their skills are inseparable from the classroom. Adopt a problem-centered, project-based inquiry learning approach. Compile school-based textbooks on innovative thinking and methods to help cultivate students' innovative spirit and ability. While striving to explore and build a comprehensive, hierarchical innovation and entrepreneurship education curriculum system, actively explore new teaching models for entrepreneurship education. Research and solve real problems in the development of the automotive major, emphasizing the reform of practical teaching links in the innovation and entrepreneurship education process guided by this orientation. Explore reforms from three aspects: the design of the target system for innovation and entrepreneurship practice teaching, the

integration of teaching resources, and the practice teaching team.

2.4 Improving Students' Overall Quality through Competitions.

Innovation and entrepreneurship activities and competitions significantly improve students' comprehensive qualities such as communication skills, organizational management, document processing, and on-the-spot adaptability. They also stimulate students' desire for knowledge and promote the formation of a strong learning atmosphere. Guide them to engage in innovation and entrepreneurship practice, and through entrepreneurship lectures and industry experts, make students full of confidence in innovation and entrepreneurship. In the preparation process for innovation and entrepreneurship, in the process of combining theory and practice, and in the pursuit of novelty, uniqueness, and distinctiveness, students continuously enhance their sense of collaboration, innovative thinking, achieve personal goals, and form a favorable atmosphere for innovation and entrepreneurship.

2.5 Promoting the Innovation and Improvement of Competition Training Courses

Using the classroom as the main channel to cultivate projects for participating in the China College Students' "Internet Plus" Innovation and Entrepreneurship Competition, promoting the innovation and improvement of "Competition-Course Integration" is essentially a profound "teaching reform." Students complete course projects in teams, simulating real competition and work scenarios. The teacher's role shifts from "lecturer" to "coach" or "mentor." By forming interdisciplinary mentor teams and introducing corporate mentors, multi-dimensional guidance in technology, management, defense, etc., is provided to students. Establish team collaboration and competition mechanisms. By using high-level disciplinary competitions as the "touchstone" and "grindstone" for teaching practice, it effectively stimulates students' internal learning drive, cultivates their innovative ability to solve complex problems, team collaboration spirit, and professional 素养. It is an important path to achieving the goal of cultivating application-oriented and innovative talents.

3. CONCLUSION

Higher vocational colleges, by building diversified innovation and entrepreneurship education competition platforms, utilizing various teaching resources such as courses, majors, professional clusters, innovation and entrepreneurship bases, club activities, off-campus innovation and entrepreneurship incubation parks, and other carriers, systematically implement innovation and entrepreneurship training plans, and improve the practical education system for innovation and entrepreneurship. Continuously exploring and refining innovation and entrepreneurship projects, and cultivating and enhancing the innovation and entrepreneurship practical ability of higher vocational college students, can effectively solve the problems of students' insufficient understanding of innovation and entrepreneurship and weak innovation and entrepreneurship ability. The implementation of the operation and management model for college students' innovation and entrepreneurship competition activities promotes the significant optimization and innovation of teaching resources, enhances students' independent innovation and

entrepreneurship ability and scientific research innovation ability, and lays a solid foundation for cultivating comprehensive talents with the professional quality and strong professional ability demanded by today's society.

4. REFERENCES

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