

## Current Situation Analysis and Countermeasures of College Students' Innovation, Entrepreneurship and Competition

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### Abstract

**With the growing demand for innovative talents in society, it is imperative for colleges and universities to enhance the development of college students' innovation and entrepreneurship capabilities. This paper aims to analyze the current state of college students' innovation and entrepreneurship, as well as the existing situation of innovation competitions. By employing a literature research method, it provides reasonable strategies to address the current challenges faced by college students in innovation, entrepreneurship, and competition. The findings of this study offer valuable insights for colleges and universities in China to improve their approach to fostering innovation and entrepreneurship among students, thereby enhancing their entrepreneurial success rate and contributing to the pool of innovative talents in the field of entrepreneurship.**

### Keywords

**University Student; Innovation and Entrepreneurship; Current Situation and Countermeasures.**

### 1. Introduction

With the advancement of China's national innovation construction, the demand for innovative talents has increased, leading to a more intense competition in the talent market. As educational institutions play a crucial role in nurturing individuals with social skills, it is imperative for colleges and universities to prioritize the development of students' entrepreneurial abilities. This cultivation is essential for fostering innovative talents who possess a strong entrepreneurial mindset. In 2017, the State Council identified colleges and universities as one of the main bodies implementing innovation and entrepreneurship education[1]. In order to promote the development of the era of "mass entrepreneurship and innovation", colleges and universities should encourage students to have more social contact and actively participate in entrepreneurial practice, This will better stimulate students' entrepreneurial autonomy and enthusiasm while allowing them to experience the difficulties and joys of successful entrepreneurship, enabling them to fully realize their value in life and society. In this context, the College Student Innovation and Entrepreneurship Competition came into being, with the competition as the carrier, it forms a long-term mechanism to promote the cultivation of innovative and entrepreneurial talents and the transformation of innovation achievements in colleges and universities. The competition promotes teaching, learning, and innovation through

competition, deepens the reform of innovation and entrepreneurship education [2], improves the innovation ability of college students, and cultivates innovative thinking. In the early stage of innovation ability cultivation, college students need to have rich theoretical knowledge and professional technology of innovation and entrepreneurship. They also need to maintain close contact with university teachers to solve various difficulties that they will face in the initial stage of entrepreneurship. This paper mainly studies the current situation of college students' innovation and entrepreneurship capabilities, as well as the existing state of innovation competitions. By employing a literature research method, it provides reasonable strategies to address the current challenges faced by college students in innovation, entrepreneurship, and competition.

## 2. Research Status of Innovation and Entrepreneurship and Competition of College Students

As the state pays more and more attention to innovation and entrepreneurship talents, it frequently introduces support policies such as innovation and entrepreneurship education, financial aid, tax exemptions, entrepreneurial services, and fostering an entrepreneurial culture. However, the level of proficiency in innovation and entrepreneurship among college students still requires further examination. To understand the attitudes of college students towards innovation and entrepreneurship, several scholars have conducted research on different subjects. Chen Weizhao et al. [3] conducted an online questionnaire survey on the willingness to innovate and start a business, using students from Xinhua College of Sun Yat-sen University as the survey subjects. The results revealed that only 3.98% of the respondents had started their own businesses, with most of them being discouraged by factors such as lack of funds, professional skills, and experience. Similarly, Wang Zhangbao et al. [4] conducted a questionnaire survey on science and engineering college students, finding that approximately half of the students had a better understanding of the essence of entrepreneurship. However, most college students remained at the stage of showing interest in innovation and entrepreneurship, with fewer taking concrete actions. The majority of students tended not to start a business during their studies or only considered it after their employment. These research findings indicate that, currently, the proportion of domestic college students engaged in innovation and entrepreneurship is relatively small. Wang Han [5] analyzed the current situation of college students' innovation and entrepreneurship, focusing on national policies and college education models. As a result, the state's support for college students' innovation and entrepreneurship has been increasing, leading colleges and universities to adopt a distinctive "double innovation" education model.

In the context of strong state support, numerous innovation and entrepreneurship competitions have emerged, playing a vital role in enhancing college students' innovation and entrepreneurial abilities, particularly in improving their entrepreneurial awareness and knowledge. Chen Ying [6], based on a survey at Jiujiang University, analyzed the impact of entrepreneurship competitions on college students' innovation and entrepreneurial abilities. The analysis reflects that these competitions significantly contribute to enhancing students' innovation and entrepreneurial skills, especially in terms of entrepreneurial awareness and knowledge. The higher the competition level, the greater the impact. However, several issues still persist in the incentive mechanism of entrepreneurship competitions, instructor training, entrepreneurial knowledge teaching, and the implementation of competition projects, which leads to the full potential of entrepreneurship competitions not being fully realized. Liu Xing [7], through an analysis of the 7th College Students Innovation and Entrepreneurship Competition, highlights its outstanding contributions to China's scientific and technological prowess. The innovation competition fosters exchanges between Chinese and international universities, but

it also exposes inadequacies and a utilitarian trend in the competition. Addressing the problems prevalent in innovation and entrepreneurship competitions, Dong Yiwen [8] provides an example from the School of Mechanical Engineering at Changzhou University. The analysis points out the existence of several issues: a large and complex organization with a lack of standardized institutional systems, a weak atmosphere of innovation and entrepreneurship, lagging awareness among teachers and students, inefficient competition management and execution, and an excessive focus on the number of projects, leading to repetitive participation.

### **3. Research on Innovation and Entrepreneurship of College Students and Countermeasures for Competitions**

With the changing employment landscape and the influence of national policies, college students' innovation and entrepreneurship have become a growing trend in educational institutions. The College Student Innovation and Entrepreneurship Competition serves as a significant platform for cultivating and stimulating students' awareness, abilities, and qualities in innovation and entrepreneurship. Through participation in these competitions, university students can enhance their scientific and technological innovation skills, develop teamwork and project management abilities, and also showcase their innovations to attract investment and resource support. However, the literature analysis reveals several challenges in the current innovation and entrepreneurship education for talented individuals. Some university leaders and teachers lack a thorough understanding of effective methods for cultivating innovative talent, resulting in insufficient funding, creativity, and experience for students' innovation and entrepreneurship. Moreover, the innovation and entrepreneurship education system within colleges and universities is not yet perfect, and the cultural atmosphere surrounding social innovation and entrepreneurship remains weak. Additionally, college students' confidence and ability in innovation and entrepreneurship are not as strong as desired, and there is a serious utilitarian aspect to college students' participation in innovation and entrepreneurship competitions. To address these issues, the following countermeasures are proposed.

#### **3.1. Strengthen Quality Cultivation and Cultivation of Awareness of Innovation and Entrepreneurship**

As the main platform for the cultivation of innovative talents, colleges and universities should actively encourage college students to participate in various practical social activities and innovation competitions related to employment and entrepreneurship, so as to improve their enthusiasm for innovation. At the same time, we should also strengthen the supervision and management of the innovation and entrepreneurship guidance of college students, and popularize correct policy concepts and innovative concepts. In practical work, colleges and universities should strengthen the construction of professional teachers and enterprise employment platforms, hire professional staff and experts to publicize the knowledge and concepts of college students' innovation and entrepreneurship, strengthen the training and support of teachers' professional teams, give play to the due command role of entrepreneurial mentors and grassroots party organization personnel, and improve their own innovation and entrepreneurship guidance quality and awareness [11].

#### **3.2. Implement Modular Curriculum Reform based on Entrepreneurial Interest**

In the process of training college students in innovation and entrepreneurship, curriculum education serves as the fundamental method for skill development, and the quality of innovation course construction directly impacts the effectiveness of entrepreneurship education. Literature [12] provides suggestions for enhancing the modular curriculum system to better meet the needs of successful innovation and entrepreneurship among college students.

First and foremost, it is essential to elevate the status of entrepreneurship education courses within the school curriculum system. Making entrepreneurship courses a core component of the curriculum and appointing experienced teachers with practical entrepreneurial backgrounds to lead the entrepreneurship course teaching are crucial steps. Additionally, these entrepreneurship courses should be offered throughout the duration of students' college careers.

The second aspect involves implementing modular entrepreneurship interest courses. Designing modular entrepreneurship courses that align with the future entrepreneurial needs of college students is vital. These courses should incorporate practical and forward-looking content to enhance the success rate of college students' innovation and entrepreneurship endeavors. By doing so, it will also improve college students' ability to address entrepreneurial challenges in real-world innovation and entrepreneurship scenarios.

By focusing on these improvements in the curriculum education, colleges and universities can better equip their students with the necessary skills and knowledge to excel in the field of innovation and entrepreneurship.

### **3.3. The Joint Promotion Activities of Schools, Governments and Enterprises**

For college students, innovation and entrepreneurship competitions serve as the most direct practical activities to engage in during their learning process. The development of these competitions requires support from both party and government departments, along with collaboration between schools, government agencies, and enterprises. By applying knowledge to practice and allowing practice to feed back into knowledge, a new and dynamic environment can be created.

In the process of organizing innovation and entrepreneurship competitions, schools should partner with enterprises to develop cutting-edge activities. Examples of such competitions include the National College Student Challenge Cup, the National "Internet+" College Students Innovation and Entrepreneurship Competition, and other similar events. Utilizing innovation and entrepreneurship competitions as a major supplement, schools can cultivate application-oriented talents. By participating in these competitions, college students can enrich their experiences in innovation and entrepreneurship, enhance their abilities and self-confidence in these areas, and develop a comprehensive knowledge system. This approach helps foster talents with critical thinking and capabilities in technological innovation, knowledge innovation, and marketing innovation [13].

### **3.4. Improve Mechanisms for Cultivating Innovation and Entrepreneurship**

In the process of college students' innovation and entrepreneurship, they encounter financial, psychological, and capability challenges. To address these issues, colleges and universities should enhance students' understanding of regional innovation and entrepreneurship support policies. They should also establish connections with external investment enterprises on behalf of the students, ensuring that financial concerns related to entrepreneurial risks are alleviated, allowing students to better showcase their innovation and entrepreneurship capabilities. Regarding education management, it is imperative for all colleges and universities to strengthen the innovation and entrepreneurship management system and credit management system. Implementing the credit management system will enable instructors to supervise college students more effectively, guiding them to pursue their innovation and entrepreneurship in a purposeful and planned manner. This approach helps to avoid the problem of student innovation and entrepreneurship competitions being overly driven by utilitarian motives, ultimately enhancing the participation and quality of college students' engagement in innovation and entrepreneurship courses and practical experiences [14].

## 4. Conclusion

In summary, colleges and universities should enhance the cultivation of college students' awareness of innovation and entrepreneurship through their daily teaching activities. Encouraging active participation in various innovation and entrepreneurship activities is crucial. Leveraging the role of innovation and entrepreneurship competitions and aligning them with university educational resources can effectively address the challenges students may face during their innovation and entrepreneurship endeavors. To further promote the development of college students' innovation and entrepreneurship competitions and continuously improve their innovation and entrepreneurship capabilities, the following measures should be taken:

- 1) Strengthen resource support to provide necessary assistance and guidance to students.
- 2) Establish an innovation and entrepreneurship credit system to recognize and incentivize their efforts.
- 3) Create a conducive practice platform and conduct effective publicity to engage more students in these activities.
- 4) Enhance innovation and entrepreneurship education to equip students with the relevant knowledge and skills.

By collaborating and working together, all parties can provide better support and opportunities for college students' innovation and entrepreneurship dreams. This collective effort will empower students to become successful innovators and entrepreneurs in the future.

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