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Under the Background of "Internet +," the Pain Points and Reflections of Participation in the Innovation and Entrepreneurship Competition of Liberal Arts College Students

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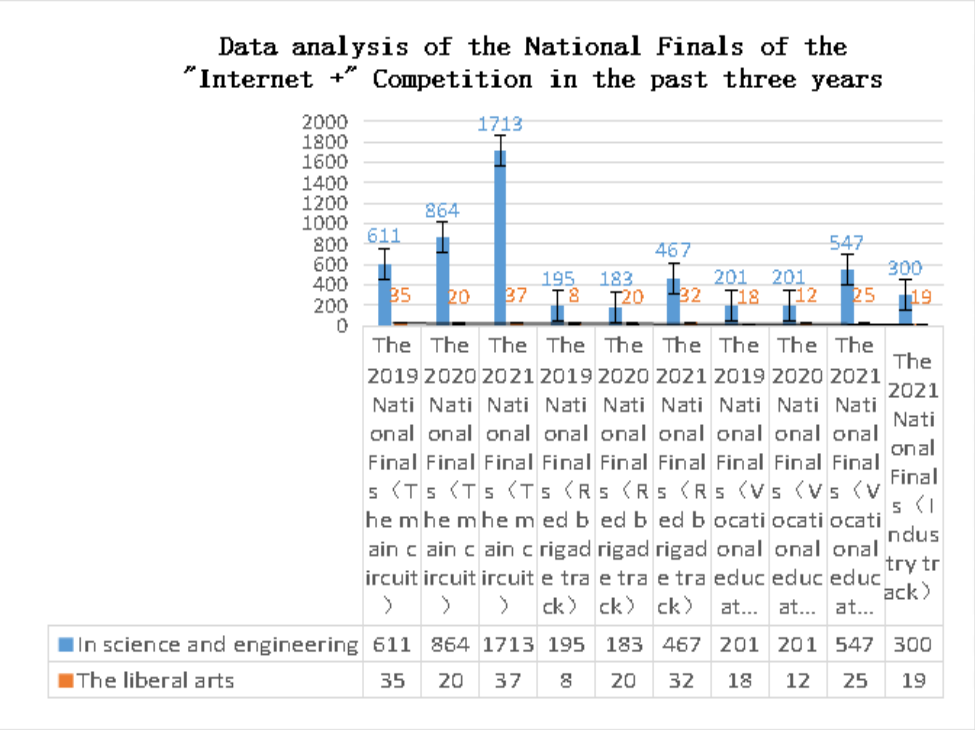
Abstract
China International "Internet +" College Students Innovation and Entrepreneurship Competition is one of the important starting points for the country to cultivate innovative and entrepreneurial talents. After investigation and research, it was found that the proportion of liberal arts projects advancing to the national finals was much lower than that of science and engineering projects, and the degree of compatibility between innovation and entrepreneurship projects and competition requirements was relatively lower. Liberal arts college students have many pain points such as little interest in innovation and entrepreneurship competitions, low participation, solidification of innovative concepts, and insufficient innovation. Colleges and universities should pay attention to their core advantages in text expression, topic speeches, information collation and other core advantages when cultivating the ability of liberal arts students in innovation and entrepreneurship competitions, combined with the current political hotspots to cultivate awareness of problems. They can stimulate the innovation vitality of liberal arts students through educational means such as "practical" professional course learning, "cross-border" second classroom construction and "immersive" innovation and entrepreneurship guidance, and then inject new momentum into social innovation and entrepreneurship.

Keywords: "Internet +" Innovation and Entrepreneurship Competition, Liberal arts college students, Pain Points, Reflection

With the proposal of the national strategy of "mass entrepreneurship and innovation," the majority of young students closely follow the national strategic deployment and the trend of science and technology innovation, and take the "Internet +" as the opportunity of the times, a large number of high-tech innovation and entrepreneurship projects continue to emerge, injecting a source of vitality and power into the national "double

creation" construction. The projects of the China International "Internet +" College Students Innovation and Entrepreneurship Competition are concentrated in the fields of manufacturing, information technology services, modern agriculture, social services, cultural creativity and public services, and the competition projects are closely integrated in various fields and industries. However, the survey and analysis found that the concentration of participation of liberal arts students in the competition is insufficient. With the continuous deepening of innovation and entrepreneurship education, the cultivation of innovative and entrepreneurial talents in colleges and universities has attracted much attention. Combined with the Guiding Opinions of the General Office of the State Council on Further Supporting College Students' Innovation and Entrepreneurship (The general office of the State Council, 2021, p.1), the pain points and solutions encountered by liberal arts college students in the process of innovation and entrepreneurship practice are further explored.

1. In the past three years, the data analysis of "Internet +" college students innovation and entrepreneurship competition national finals project



	The 2019 National Finals (The main circuit)	The 2020 National Finals (The main circuit)	The 2021 National Finals (The main circuit)	The 2019 National Finals (Red brigade track)	The 2020 National Finals (Red brigade track)	The 2021 National Finals (Red brigade track)	The 2019 National Finals (Vocational education at...	The 2020 National Finals (Vocational education at...	The 2021 National Finals (Vocational education at...	The 2021 National Finals (Industry track)
In science and engineering	611	864	1713	195	183	467	201	201	547	300
The liberal arts	35	20	37	8	20	32	18	12	25	19

Figure 1:Data analysis of the national finals of the "Internet +" competition in the past three years

Source:Ministry of Education of the People's Republic of China

In the past three years, the statistical chart of the "Internet +" College Students Innovation and Entrepreneurship Competition has been counted in various competitions of science and engineering and liberal arts projects

After data analysis, among the project teams that broke through the national finals of the China International "Internet +" College Students Innovation and Entrepreneurship Competition, there was a certain number of gaps between the number of projects with the theme of liberal arts and the number of projects with the theme of science and engineering. In the finals of the 5th China International "Internet +" Competition held in 2019, the proportion of projects with the theme of liberal arts and science and engineering is about 1:17; in 2020, it is 1:24; and in 2021, it is 1:27. In the past three years of China's international "Internet +" innovation and entrepreneurship competition, the proportion of liberal arts theme projects is low; the proportion of projects participating in the main track is mainly new science and engineering themes, and the proportion of liberal arts theme projects participating in the Red Brigade Track and vocational education track is increasing year by year. In order to better play the synergistic role of the competition, it is urgent to reflect on the pain points and difficulties exposed by the liberal arts in talent training and actively seek solutions.

2. The pain points of liberal arts college students participating in the competition

2.1 The theme is not fit enough, and the disadvantages are getting bigger

In recent years, the number of projects participating in the "Internet +" competition has increased year by year, but the proportion of projects with liberal arts and science themes has continued to increase, which is undoubtedly due to the strong growth of the new science and engineering theme projects, which further highlights the inferior position of liberal arts students in the "Internet +" competition. The reasons for this include three aspects:

The first is related to the theme of the competition. The five themes of the "Internet +" College Students Innovation and Entrepreneurship Competition are "Internet +" modern agriculture, including subdivision and classification of projects such as agriculture, forestry, animal husbandry and fishery; "Internet +" manufacturing industry, including advanced manufacturing, intelligent hardware, industrial automation, biomedicine, energy conservation and environmental protection, new materials, military industry and other project subdivisions; "Internet +" information technology services, including artificial intelligence technology, Internet of Things technology, cyberspace security technology, big data, cloud computing, tool software, social networks, media portals, enterprise services, next-generation communication technology and other project subdivisions. In 2017 Yong Lili, Song Hengheng and Xie Xinyi showed that "Internet +" cultural and creative services, including radio, film and television, design services, culture and art, tourism and leisure, art trading, advertising and exhibitions, animation and entertainment, sports competitions and other projects（p.147）."Internet +" social services, including e-commerce, consumer life, finance, finance and legal affairs, real estate and home, efficient logistics, education and training, medical and health, transportation, human resources services and other project subdivisions. It can be seen that the majority of topics related to science and engineering are the majority, which also means that science and engineering projects are more likely to fit the theme of the competition, and liberal arts projects do have inevitable disadvantages in this regard.

The second is related to the foundation of the project. Compared with liberal arts projects, many science and engineering projects are after years of experimentation and research and development, with a deep disciplinary foundation, such as the "Seawater Rice - China New Rice Bowl" project of the Red Brigade Track of the Seventh China International "Internet +" College Students Innovation and Entrepreneurship Competition is the project team members and instructors in the farmland hundreds of experiments, countless days and nights of observation and data comparison results, with a solid disciplinary foundation and a large number of experimental data, which also provides a basic guarantee for the project to embark on the highest podium.

The third is related to the nature of the project. Most science and engineering projects focus on practicality, focusing on how to solve the technical difficulties and practical problems encountered in life, which can bring more timely benefits to society, including economic and social benefits. The liberal arts projects focus on theoretical discussion, law research, social guidance and other directions, the threshold is relatively low, the applicability is poor, it is difficult to grasp, so it will be greatly restricted when setting up the project.

2.2 Students' participation is insufficient and their thinking is solidified

Through the analysis of the participating projects, it was found that the participation rate of liberal arts students was much lower than that of science and engineering majors, and most of the core members of each team were science and engineering students, and the proportion of arts and sciences was extremely uncoordinated. The enthusiasm of liberal arts students to participate in innovation and entrepreneurship activities is not enough, and low participation has become the norm, which boils down to the solidification of mindset and the thinness of subject literacy.

Liberal arts majors are more inclined to theoretical learning, emphasizing the memory and understanding of subject knowledge, and schools often ignore the practical application of them in the process of talent training. This also makes a considerable number of liberal arts students understand "innovation and entrepreneurship" like

"neighbor story" and have not established a sense of innovation and entrepreneurship development. Under the constraint of the mindset, many liberal arts students are not interested in entrepreneurial and innovative activities, and some people think that innovation and entrepreneurship are special fields of science and engineering and have nothing to do with themselves. At the same time, the thinness of discipline literacy is also a shackle that restricts them. Liberal arts majors are mainly concentrated in 8 disciplines such as philosophy, economics, law, education, literature, history, management, and art, and each discipline can find a position in all walks of life. Even for enterprises with pure science and engineering, they also need management talents in production and operation, and they also need talent organizations and planning in literature majors in advertising and publicity, and need to consult legal talents when defending rights and appeals. However, many liberal arts students focus on pure liberal arts work such as civil servant examinations, writing, and editing, ignoring the original positioning of the discipline, which is the embodiment of the weak quality of the discipline.

In recent years, with the promotion and popularization of the "Internet +" innovation and entrepreneurship competition, more and more students understand that "Internet +" does not mean just delve into Internet technology, but also pays more attention to opening up new ideas for innovation and entrepreneurship, and also allows a number of liberal arts-themed projects to continue to "break through" in the "Internet +" innovation and entrepreneurship competition Red Brigade track. In the face of the growth of liberal arts projects, it is necessary to see the great potential of liberal arts projects, but also to accelerate the transformation of students' concepts and stimulate students' enthusiasm for participation in order to achieve the goal of sustainable development.

2.3 The project theme is single and lacks innovation.

The projects with the theme of liberal arts are mainly concentrated on the promotion of red culture in the propaganda of party history, and there are problems of single themes, duplicate contents, and lack of innovation. In 2017 Yong Lili, Song Hengheng and Xie Xinyi agreed that in contrast, in the talent training plan of liberal arts majors, the problem of insufficient innovation is also traceable, on the one hand, there are loopholes in the curriculum of liberal arts students, on the other hand, the weak awareness of students' problems, and the two problems lead to low willingness to innovate and lack of innovation ability of liberal arts students (p.147).

The improvement of students' technological innovation ability must be supported by a relatively complete knowledge system and subject theory, and it is necessary to have rich curriculum support and broaden their horizons. However, at present, the curriculum of liberal arts majors in various colleges and universities is far from it, mainly manifested in: the number of subject theory courses is large, emphasizing students' memory and understanding of theoretical knowledge, but the time in the arrangement of practical courses is not balanced, showing a situation of emphasizing theory and light practice; the course content is outdated, lack of cutting-edge courses, and even the problem of overlapping course content. Most of the knowledge points in the liberal arts revolve around the timeline of history, so there are often cases where teachers of several professional courses require students to repeatedly learn the knowledge of the same historical period; there are fewer interdisciplinary and inter-professional courses, resulting in narrow knowledge and poor comprehensive ability of students, and professional knowledge and other professional knowledge cannot be integrated when studying problems, thus making them lack the necessary technological innovation ability.

Deng Xiaohua (2019) explained that the loopholes in the curriculum have also given rise to new problems - the weak awareness of students' problems (p.131). Because students focus on the content of this discipline most of the time in the learning process, they neglect to think about other subject areas and lack awareness of active problem solving.

Shi Mengyi (2020) considered that the essence of innovation and entrepreneurship is to solve problems, but even the problems cannot be raised, and even if there are cutting-edge technical means, it is difficult to carry out (p.1). How to guide students to open the window of problems and cultivate problem awareness has become a new topic in modern innovation and entrepreneurship education.

3. Reflection and countermeasures

3.1 Give play to core advantages

In the current mainstream double innovation projects, science and engineering projects dominate, but we must also clearly realize that innovation and entrepreneurship are only the things of science and engineering, and we must combine the characteristics of liberal arts majors and give full play to the core advantages of their majors. Liu Bin (2017) deemed that science and engineering students focus on the technical production areas and physical research of the double creation project, and the role of liberal arts students in the double creation project is also crucial (p.122).

Compared with science and engineering college students, liberal arts college students have relative advantages in text expression, topic speech, information collation, etc., so the professional ability of liberal arts college students is an indispensable part of the construction of innovation and entrepreneurship projects. Liberal arts college students who are sensitive to text information are good at finding problems in language expression, making the original pale and powerless business plan come alive, making the expression more infectious and impactful; for the project content and team introduction, they can also rely on their excellent writing skills to clarify the logic, improve the team's deficiencies, improve the quality of team innovation and entrepreneurship, and optimize the allocation of innovation and entrepreneurship resources; in addition, liberal arts college students trained by disciplines can pay more attention to social trends. Strong political sensitivity also allows them to find the right direction for development, and these confidences are the driving force for the team's continuous development. In order to make the road of innovation and entrepreneurship go further, Liu Hang and Yang Weidon (2020) concluded it is necessary to combine college students with different majors, and use the collision of disciplines to help learn from each other's strengths and promote each other, so as to achieve a breakthrough in the project (p.163).

3.2 Breakthrough non-innovative thinking

Under the restriction of mindset, many liberal arts college students are not highly motivated to participate in innovation and entrepreneurship, and their ability to innovate is limited. In order to solve this problem, liberal arts college students need to think outside the box and actively seek innovation. In order to achieve a breakthrough in traditional thinking, Yu Lu and Chen Haihua (2019) believed that work can be carried out from two aspects, one is to establish the self-confidence of students in innovation and entrepreneurship, and the other is to be good at guiding students to find problems and solve problems (p.34).

Science and engineering students start relatively early and have a good foundation in entrepreneurship and innovation, but it is undeniable that liberal arts can also create good projects. Taking the "Red Cultural Relics Youth Talks" project of Nanchang University, the Red Brigade Circuit of the 7th China International "Internet +" Innovation and Entrepreneurship Competition, as an example, the team used the media integration method to promote the "party lesson" to the whole country, implement the important spirit of General Secretary Xi Jinping on "using red resources, telling red stories, doing a good job in red education, and passing on red genes from generation to generation" to celebrate the centennial of the party. Summing up their experience, it is mainly divided into three aspects: the first is to be good at borrowing technology and can borrow the carrier of media technology to do a good job in publicizing party lessons; the second is to dare to break through the convention and break the way of telling party history only with secretaries for a long time; the third is to combine professional characteristics and combine the way that the public likes to hear and hear with the only system of your own discipline. Their breakthrough also proved to college students across the country that liberal arts majors could also "play" and "Internet +," and the success of liberal arts projects is not lacking in technology but in action. In the "Internet +" College Students Innovation and Entrepreneurship Competition, the liberal arts project team broke through and won in the "Internet +" competition, which also means that the "Internet +" competition is no longer a special field for science and engineering students, but also a stage for liberal arts students to show themselves.

In addition, it is necessary to further breakthrough conventional thinking and cultivate students' awareness of "problems." Only students who can ask questions and solve problems can achieve breakthroughs in entrepreneurship and innovation. By paying more attention to current political hot spots, cultivating a high degree of political sensitivity, further thinking about social hot spots under the new era and new policies, and thinking about programs that are in line with the social needs of the times; you can participate in social research, understand the current situation of society and society, think repeatedly, and dig deep into problems; you can communicate with people of different disciplines and different professions, learn from and inspire each other.

3.3 Cultivate comprehensive talents

Liberal arts students may be blocked by professional barriers in innovation and entrepreneurship, but the whimsical ideas in their minds are innovative elements of the new era. On the whole, Zhang Chao (2010) pointed out there are three main goals for cultivating comprehensive talents: to enable liberal arts college students to realize themselves in innovation and entrepreneurship, inject new momentum into social innovation and entrepreneurship, and cultivate comprehensive talents who adapt to contemporary society (Update the concept of education, para.1).

3.3.1 "Hands-on" professional course learning

As the saying goes, "It is better to read ten thousand books than to travel thousands of miles." In addition to learning the theoretical knowledge of books, the ability of liberal arts students to practice is also very important, and students should be encouraged to actively participate in social practice: visiting laboratories or museums, going to village social research, learning a software technology, etc. When the realization of the combination of books and actions, diligent hands-on, I believe that the improvement of comprehensive ability is just around the corner. As liberal arts students, it is necessary to actively cultivate liberal arts students to maintain curiosity about the phenomena in life, and exercise their thinking and observation skills in a subtle way, which is conducive to cultivating problem awareness and improving their comprehensive ability.

3.3.2 "Cross-border" second classroom construction

In order to allow liberal arts students to have opportunities for interdisciplinary and interdisciplinary learning, schools should build cross-border second learning classrooms, open professional courses in different disciplines for liberal arts students, and establish a more diversified knowledge system. Through the adjustment of the discipline talent cultivation program, relevant incentive policies are formulated to encourage liberal arts students to use more of their free time to learn other majors and other subject knowledge. The construction of the second classroom can allow more disciplines and majors to be understood by liberal arts students, and when the combination of "having to learn" and "willing to learn" is achieved, I believe that liberal arts students will make leaps and bounds in comprehensive quality and knowledge reserves.

3.3.3 "Immersive" innovation and entrepreneurship guidance

"Immersive" innovation and entrepreneurship guidance is a guiding method to create a liberal arts innovation and entrepreneurship environment, and it is also the most effective way of education. "Immersion" is a comprehensive and continuous guide for students. Plant the seeds of innovation and entrepreneurship. Starting from the first grade, the basic education of innovation and entrepreneurship is carried out, so that liberal arts students can contact, understand, learn innovation and entrepreneurship, feel the atmosphere, and have fun in it; in the second grade, actively encourage students to participate in innovation and entrepreneurship competitions, let students learn in practice, let them feel the form and process of innovation and entrepreneurship, and accumulate experience; in the third grade, students have the experience of understanding and participation in innovation and entrepreneurship, under the guidance of teachers, do "I dare to break through, I will create"; in the fourth grade, the school in addition to arranging students employment internship, In addition to entering the social position experience, it is also necessary to provide students with the most professional guidance for students such as small classes of innovation and entrepreneurship, interactive entrepreneurial exchanges, and

personalized guidance. Under the guidance of such "immersive" innovation and entrepreneurship, the comprehensive liberal arts talents cultivated are believed to go further on the road of innovation and entrepreneurship.

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