

Original Paper

A Study on Teaching and Learning by Competition in New Business Studies in Sichuan Tibetan Areas

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Abstract

How to improve the level of students' professional knowledge integration is a systematic project, especially after the construction goal of the new business discipline is put forward, it is a very significant challenge to the teaching of the new business discipline. Based on the research background of the comprehensive and professional disciplinary competitions such as Internet+ innovation and entrepreneurship, and the participating student teams as the research object, this paper points out that there are problems such as insufficient cognition of the value of promoting learning by competition, insufficient new student sources for promoting learning by competition and insufficient digitization of the participating teams, etc., and puts forward the research plan of integrating the teaching concept of promoting learning by competition into the talent cultivation program, digitizing the teaching by competition under the cooperation between schools and enterprises, and improving the teaching ability of teachers by competition, with a view to improving the teaching ability of the new business discipline. The research program of enhancing teaching ability by competition for learning is proposed in order to realize the cultivation of students who can flexibly apply their knowledge of inter-disciplinary knowledge at the level of their majors.

Keywords

New Business, Competition for Learning, Digitalization

1. Introduction

It is difficult to integrate the contents of specialized knowledge and public basic knowledge through conventional learning methods to form a knowledge system unique to the student, and thus the ability to solve professional problems is insufficient. When students are engaged in this or other professional related work after graduation, after working in the post for a period of time, they can solve the problems in the work by using the post skills, and the efficiency is high, firstly, because of the learning and analyzing power accumulated in the student age, and secondly, because of the systematic post training and practical operation that makes students have professional skills, and they become more professional and more comprehensive in thinking after engaging in the post for a long period of time. Comparison of the two states shows that having practice scenarios can greatly improve students' professional ability and systematic analysis ability, and practice scenarios are a kind of scarce resources for college students, and it is difficult to obtain them, so simulating practice scenarios in teaching is of high value, and the corresponding comprehensive and professional competitions such as college students' Internet+ entrepreneurship competitions can maximize the creation of a real practice of the competitive environment, process and results, which is of great benefit to the teaching. It is very beneficial to teaching.

2. Research Related to Promoting Learning Through Competition

Qi and Jiang (2020) explored the practical teaching mode of “promoting teaching and learning by competition”; Xia (2017) explored the teaching program of promoting learning by competition through the advertising course; Li (2019) explored the teaching mode of skills competition in vocational colleges and universities; Zhu put forward the implementation path of competition for learning in environmental design (2019); Zhang and Zuo (2021) and other researchers pointed out that the combination of competition and teaching under the guidance of the concept of OBE can enhance the motivation and autonomy of students; and Wang (2022) explored the value of training graduate students by competition for learning; Zhang, Wang et al. (2022) explored the great value of Dubai Solar Competition on the improvement of students' learning ability; Ma (2021) investigated the cultivation effect of competition for learning in the context of the development of new engineering disciplines.

There have been many researches related to promoting learning by competition, such as the value of promoting learning by competition to students, the implementation path of promoting learning by competition, etc., but they are mostly limited to a certain course or a certain specialty, and there are few researches from the perspective of disciplinary construction and the integration of students' professional knowledge and skills. This paper is based on the cultivation objectives of the new business discipline, combining with the other researches on promoting learning by competition and based on the integration

of the students' professional knowledge, and taking the systematic and global perspective. This paper is based on the cultivation goal of the new business discipline, combining with other research contents of promoting learning by competition, and based on the integration of students' specialized knowledge system, this paper will carry out the teaching research of promoting learning by competition, and contribute to the continuous improvement of the teaching quality of new business discipline.

The competition is intense with many participating teams, and it takes a long time, energy, imagination and creativity to get a good result, and vice versa. From the team, subject screening and then with the writing of the competition program, is a systematic project, from the simplest data collection, organization, and then to the difficult teamwork and analysis, and ultimately the formation of the team's unique knowledge of the program, not only a professional course or a few professional courses can achieve the desired results, but also interdisciplinary, cross-disciplinary organic dentistry, through the team to form a systematic, rigorous, Fluid, scientific, feasible program, often in order to achieve good results, but also in the repeated refinement, discussion, trade-offs in the writing process, the need to review the old knowledge, learning new knowledge, new tools and new software, subtle integration of the knowledge of various specialized courses, and even cross-disciplinary knowledge, the formation of its own knowledge system, breaking the semester cut-off knowledge barriers, the establishment of the semester knowledge, the knowledge of the grade through the bridge, to train students to systematically and comprehensively, and to develop a systematic and comprehensive program. The bridge has cultivated students' systematic and comprehensive learning and analyzing power, which is of high teaching value for realizing innovative China and high-quality development.

3. Problems with Learning through Competition

Taking China Internet+ College Students Innovation and Entrepreneurship Competition as an example, In the Tibetan area of Sichuan, it has been held since 2015, and has become one of the competitions with the highest gold content for college students from the participation of a few students in a few schools at the beginning, from the simple competition at the beginning to the fierce competition at the present time, and from the initial one track to the current track classification of the main track, the youth red dream building journey track, and vocational education track, and the specialties, bachelor's degrees, and master and doctoral degrees stand on the same stage to compete with the graduate students. Graduate students stand on the same stage to compete, which greatly improves the enthusiasm of students to participate in the competition, and through the participation of students in all aspects of the students have been very greatly improved.

3.1 Insufficient Recognition of the Pedagogical Value of Competition for Learning

Internet +, the three creativity and other competitions on the student team's professional and comprehensive literacy requirements are very high, you need to integrate the knowledge of various disciplines, such as computers, marketing, finance and other professional knowledge, in order to achieve the desired results in the competition, through the study found that the competition form of the

promotion of the integration of students' knowledge of various disciplines has a very great help, as mentioned earlier in the case of the lack of practical resources, the competition has become the core learning mode, but through the Analysis of the talent training program of each school to see, although increased digitization and other series of courses, and how to achieve knowledge integration, the formation of professional + comprehensive knowledge under the system of competition for learning, talent training program content is quite small.

3.2 Insufficient New Students by Competition for Learning

Through statistics on the participation of new business majors such as e-commerce, human resources, marketing, accounting, business administration, cultural industry and other new business majors in comprehensive competitions such as Internet + college students' innovation and entrepreneurship and other related disciplinary competitions, the participation rate is relatively low in terms of the coverage rate, and there are nearly two thirds of the students, who have not participated in any competitions during the period of their university schooling. Moreover, through further statistical analysis, it is found that from the freshmen year onward Moreover, through further statistical analysis, it was found that students who participated in competitions from their freshman year onwards would always participate in competitions that they liked or that were beneficial to their awards, and basically this part of the students was the core, and they would attract other students to participate in all kinds of competitions by winning the competitions, but the proportion of the newly added students was low, and a lot of the students knew very little about the contents of the competitions.

The study also found that teams that did not form organic combinations of grade ladders were basically teams of students in the same grade, with a very low percentage of cross-grade combinations, which is very unfavorable in terms of sustainable development of learning through competition.

3.3 Lack of Digital Competence among Participating Teams

New business majors and science and engineering majors, compared to students in the understanding and mastery of digital tools is weaker, but various types of competitions and the needs of the era of development and the need for new business students must have the ability to do this, although the opening of a series of digital mining and analysis of the corresponding basic courses, advanced application of the students is a very big challenge, resulting in many new business students active in-depth study of the willingness to be insufficient, which in turn As a result, many new business students are not willing to take the initiative to study in depth, which in turn leads to a general lack of application ability.

3.4 The Level of Instructors Varies

In order to improve the level of student participation in innovation and entrepreneurship competitions, colleges and universities have responded to the call to open corresponding courses and other competitions instructors, but because of the different focus of the teachers, resulting in the participation of students' work varies greatly, encountering a high level of instructors, the level of students' work is high, and encountering the level of teachers in general, the students can only rely entirely on their own,

there is no objective and uniform standard to measure the level of guidance, responsibility, etc., resulting in unsystematic and incomplete knowledge, the student team rely on luck to find There is no objective standardized criteria to measure the instructor's level of instruction, responsibility, etc., resulting in a team of students with unsystematic and incomplete knowledge relying on luck to find instructors.

4. A Study on Teaching and Learning Topics with Competition in New Business Studies

4.1 A Study on Teaching and Learning Topics with Competition in New Business Studies

As mentioned before, promoting learning by competition is a systematic project, which can play a role in integrating the professional knowledge of various disciplines and courses, cultivating students' teamwork ability, condensing students' professional knowledge and skills, effectively combining the knowledge from freshman year to graduation, and forming students' unique ability. Therefore, in the revision of the new business talent cultivation program, incorporating the concept of promoting learning by competition, in addition to the prescribed innovation and entrepreneurship courses, and then integrating the corresponding concept in the basic courses, core courses, elective courses, etc., so that students can more deeply grasp how to use the core content of the professional courses in the relevant competitions. Therefore, in the revision of the new business talent training program, the concept of promoting learning through competition is incorporated into the program, and in addition to the prescribed innovation and entrepreneurship courses, the corresponding concepts are integrated into the basic courses, core courses and elective courses of each major, and then combined with the teaching characteristics of the teachers of each major course, so as to enable the students to have a deeper grasp of the core contents of the major courses and how to apply them in the relevant competitions, as well as to show their colors.

(1) Motivate students to integrate competition for learning

Getting awards is not the ultimate goal, but through the form of competition, so that students can better grasp the professional knowledge and skills, if only a few students to participate in various types of competitions, or the same group of people in the participation, can only show that this group of students actively work hard, but the publicity effect of the competition to promote learning is not good. The whole staff education, not only means that all teachers should teach students seriously, but also to let every student get a good education, the same a profession will not think that the profession is excellent because a few students are excellent, but the vast majority of excellent to think that the profession is excellent, through the system so that the vast majority of the students, or even all the students have the experience of the competition to promote learning competition, and try to improve the effect of talent training. Through the discussion between counselors and professional teachers, we can make a proper system with incentives and constraints to encourage students to actively participate in relevant competitions, such as making relevant subject competitions and high-quality competitions as the mandatory credits of the second class for new business students, so as to expand the coverage of

students' participation. In addition, a team of professional teachers is needed to strictly review the quality of students' entries; if they only consider whether to participate or not without regard to quality, the educational goal of promoting learning through competition cannot be realized.

The quality review of students' works follows the following principles: first, feasibility, i.e., whether the project can be implemented from the three aspects of technology, economy and market; second, logical rigor, whether the reasoning and argumentation are rigorous, to avoid major loopholes; third, the standardization of formatting, from the requirements of font size, line spacing, chart naming, citation of references, and other details, so as to make the work standardized; fourth, innovation, i.e., how different or novel or unique the work is compared with other works; fifth, teamwork, from the discussion of topic selection, content and format modification until the formation of the final submission of the work. Compared with other works, there are those differences or novelty and uniqueness in theory, method, and application; Fifth, teamwork, from the discussion of topic selection, work writing, content and format modification until the formation of the final submission of the work of the whole process, the team tacit understanding and all members of the work of the familiarity of the work to be checked. By reviewing the students' works through these five principles, we can realize the continuous upgrading of the students' individual comprehensive ability and teamwork ability, and even affect the students' personal growth in the future.

(2) Preferred Themes for New Business Studies to Promote Learning through Competition

Compared with science, technology, medicine and other disciplines with clear technical disciplines, the ability of new business students to present research results through technology is much weaker, if the competition team composed of pure business students to compete with them, such as the main track of the Internet + or the Challenge Cup and other events, it is difficult to compete to break through, if you want to stand out in these high-containment competitions, and therefore need to be from the professional level, to help students to select the appropriate track and theme.

4.2 *Digitalization of Competition for Learning under School-enterprise Cooperation*

The fierce competition makes it difficult to gain favorable comments by directly quoting the classical methods and theories, and the value of students to adapt to the modern competition is not obvious. By combining the talent recruitment needs of enterprises, they all hope that the recruited talents have the ability of digitization, which can help enterprises to stand firm and flourish in the new era. For multiple considerations, when teaching through the way of promoting learning by competitions, the enterprises, schools, colleges, and teachers, Students are five in one, exploring the digitalization of learning by competition by establishing strategic partnerships with enterprises and actively introducing enterprise practice projects as cases for students to study and analyze, and objects to write about, such as the use of Python, data mining and other tools. In order to better cultivate students' digitalization level by promoting learning through competitions, firstly, we create a digital atmosphere in the new business discipline, introduce enterprise digitalization software, and provide digitalization training to the teaching team; secondly, we allow teachers with high digitalization level to share their research results,

difficulties and precautions in the research; secondly, we study the depth of digitalization demand in various types of competitions, set different digitalization thresholds, and help students effectively master digitalization tools. The goal of the competition is to achieve the goal of promoting learning through competition and to improve the digitalization level of students at the same time.

4.3 Improvement of Teachers' Ability to Promote Learning through Competition

Promoting learning through competition is a systematic project, which requires the collaboration of every professional teacher to enhance the ability and level of systematic integration of learning. If only a few teachers have the ability and willingness to do so, only a small number of students can be involved from a professional point of view, so to take into account the vast majority of students, it is necessary for the participation of every professional teacher. Professional teachers have different knowledge and different levels of guidance, so it is necessary to improve the knowledge, teaching and guidance level of professional teachers to promote learning by competition.

First, institutional incentives to encourage professional teachers to participate in competitions for learning. By setting up a system of incentives for teachers to promote learning through competitions, teachers' enthusiasm for promoting learning through competitions will be increased, and material and spiritual rewards will be given to teachers according to their guidance and participation, especially on the basis of the results of student awards, so as to stimulate teachers' enthusiasm for long-term participation and encourage them from the system.

Second, education and training to enhance the level of professional teachers to promote learning by competition. Ordinary teaching professional teachers are fully competent, but how to guide students to stand out in the fierce competition, not only test the level of students, but also test the level of guidance of teachers. To improve the level of promoting learning by competition, one is to organize the teachers of this specialty who have done a good job in this area to form a teaching team, who will carry out the training work to improve the level; the second is to organize a special teaching and research meeting on promoting learning by competition to study the growth of students, excellent cases, the direction of selecting the topic, and the compaction of the writing skills and other series of work, to form a good atmosphere of exchange, and then to improve the comprehensive level of the whole specialty of promoting learning by competition, and with teachers and students Team characteristics, the formation of differentiated competitive advantage in the selection of topics.

Third, the evaluation of the effect of promoting learning through competition. In order to test the effect of promoting learning by competition and the need for modification and adjustment of the place, through the network questionnaire and interviews to understand the students' attitude towards promoting learning by competition, through the form of the competition on the corresponding knowledge of the degree of familiarity with the application of the ability, the integration of different courses, the depth of mastery of inter-disciplinary knowledge and the results of the research feedback to the corresponding teachers, and also based on the results of the competition as a reference for the reward of the teachers of the professional results of the competition to promote learning.

5. Conclusion

With the advent of the new era, the Ministry of Education has put forward the development goal of the new business studies, hoping that the new business students can not only be able to integrate and flexibly use their own professional knowledge, but also be able to achieve inter-disciplinary integration, and how to achieve this strategic goal is a cause that every teacher of the new business studies should actively explore. Competition for learning, especially in comprehensive competitions, requires students to possess and master specialized knowledge in different disciplines in order to stand steadily and go farther in the competitive arena. This prerequisite makes competition for learning a very important teaching tool for teachers and students, and we hope to nurture more high-quality talents for our country through the research on teaching and learning through competitions.

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