

The influence of College Students' innovation and entrepreneurship projects on their professional learning ability——Taking wildlife and Nature Reserve Management Major of Northeast Forestry University as an example

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Abstract: since its establishment, Northeast Forestry University has always attached importance to the reform and development of the education system, and vigorously carried out innovation and Entrepreneurship Education under the demands of China's basic national conditions. Since the implementation of the innovation and entrepreneurship training program for college students, a relatively perfect operation mode has been formed, and the results are remarkable, but there are still some problems to be discussed, and there are more possibilities to be explored. Taking wildlife and Nature Reserve Management Major of Northeast Forestry University as an example, this paper conducts a questionnaire survey on undergraduate students of this major, widely collects students' opinions, selects effective questionnaires, and statistically analyzes the relevant learning data in recent years, and comprehensively analyzes the impact of undergraduate students' participation in large-scale innovation projects on their learning ability.

Key words: undergraduate innovation and entrepreneurship training project; Wildlife and nature reserve management; learning ability

Wildlife and Nature Reserve Management Major (hereinafter referred to as "animal protection major") in our school has a long history and has sent thousands of excellent graduates to many industries. But now it is facing the problem of convergence between professional learning and social needs. The big innovation project provides a pivotal training platform for students majoring in animal protection.

Implementation status of innovation and Entrepreneurship of animal health care specialty

The major of animal protection in Northeast Forestry University is one of the core majors in the College of wildlife and nature reserves. The teaching of the major of animal protection attaches great importance to the combination of practice and theory, and guides students' hands-on, mining and exploration to improve students' innovative consciousness and ability.

1.1 reforms and methods to encourage innovation and Entrepreneurship

To improve the ability of students to carry out innovation and entrepreneurship, that is, to actively carry out the training of Applied Talents in this major, help industry departments to strengthen their own capacity-building, and improve the social service function and school running efficiency of this major.

2. initiation of Dachuang project

Table 1 completion of major innovation projects of animal health care in recent years

Year	2017	2018	2019	2020
Total number of projects approved	10	8	17	9
Number of completed questions	8	8	11	12
Question completion rate	80.00%	100.00%	64.71%	133%

2. The influence of College Students' innovation and entrepreneurship training project on students' professional quality

2.1 Questionnaire data analysis

This questionnaire counts 219 valid questionnaires of previous graduates and students at school. According to the anonymous questionnaire survey data, with the vigorous development of innovation and entrepreneurship education in Colleges and universities in recent years and the improvement of College Students' awareness of independent innovation, more and more college students understand and participate in college students' innovation and entrepreneurship training projects.

option	subtotal	proportion
have ideas but haven't joined yet	101	46.12%
being engaged in or involved in	74	33.79%
no participation idea	44	20.09%
the number of people valid to fill in the question	219	

Figure 1 participation intention of college students majoring in wildlife and Nature Reserve Management in innovation and entrepreneurship training program

According to the survey results (Figure 1), the number of students who have ideas or are participating in the undergraduate innovation and entrepreneurship training program accounts for 79.91%.

option	subtotal	proportion
improve academic performance and personal ability	90	89.11%
in order to be able to maintain postgraduate, postgraduate entrance examination more advantages	48	47.52%
personal interest, want to know about creative project	53	52.48%
else	1	0.99%
the number of people valid to fill in the question	101	

Figure 2 purpose of participating in the innovation and entrepreneurship training program for college students majoring in wildlife and Nature Reserve Management

The survey results (Figure 2) of the students who have the idea of participating in the college students' innovation and entrepreneurship training program but have not yet started show that most of the students' participation is based on their own interests or to improve their learning ability. The proportion of students who want to improve their academic performance and personal ability reached 89.11%, and the proportion of students who participate due to their personal interests accounted for 52.48%.

option	subtotal	proportion
have nothing to do with	3	4.05%
nothing, but it has something to do with interest	5	6.76%
have a little to do with	18	24.32%
close contact, mainly in the field of professional topics	48	64.86%
the number of people valid to fill in the question	74	

Figure 3 Correlation between project contents and their own specialties

The survey results of students who have completed or are participating in the undergraduate innovation and entrepreneurship training project (Figure 3) show that the research content of the project that most students participate in is closely related to their major. 64.86% of the students participated in the research mainly aimed at the topics in the professional field; About 30% of them think it is less related to their major or related to their own interests; Only 4.05% thought it had nothing to do with major or interest.

2.2 Weighted score analysis

Table 2 summary of changes in scores of students majoring in wildlife and nature reserve management who participated in big innovation projects

grade	Grade 2016	2017 grade	Grade 2018
Average score before participation	81.68	84.82	82.82
Average score after participation	84.56	85.49	--
Average professional ranking before participation	24.56	21.96	21.41
Average professional ranking after participation	25.03	22.21	--
Professional ranking before and after participation Unchanged or increased number	26	17	--
Professional ranking before and after participation Declining number	13	7	--

2.3 Analysis of college entrance and employment

Table 3 destination of 2013-2015 graduates

	Grade 2013 / person	Grade 2014 / person	Grade 2015 / person	Grade 2016 / person
There are	13	12	24	21
There are those who go to 985211	27	23	34	33
There are	0	2	2	2

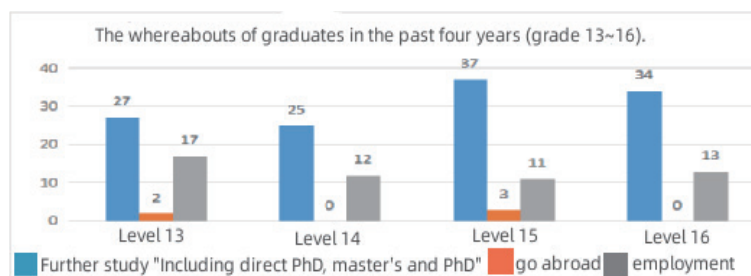


Figure 4 the whereabouts of graduates in the past four years

(Note: some reference data are from)

It can be seen from table 3 and Figure 4 that since 2015, the number of students who have the desire to enter a higher school has increased significantly, and the number of students who have the opportunity to further their studies has also increased significantly. Students with experience in big innovation projects are more likely to choose further academic study. It can be seen that through participating in the

big innovation project, students' learning enthusiasm and enthusiasm for studying the major have been improved to a certain extent, and it can be predicted that there will be more highly educated and high-quality talents in the major of wildlife and Nature Reserve Management in the future. It can be seen that the extensive implementation of College Students' innovation and entrepreneurship training program among students of this major has played a promoting role in improving students' scientific research and innovation ability and their further study.

2.4 Comprehensive situation analysis

According to the statistical data collected from the questionnaire and graduation and further education information, it can be seen that most students have a certain understanding of the big innovation project. Many people are preparing or participating in big innovation projects, and the content they want to study is closely related to their own profession. Although the number of projects approved by Dachuang remains basically stable at present, the number of projects will increase with the increasing number of students going to further education year by year. Although participating in the big innovation project can not quickly improve their grades, it is a platform for students to show their ability, help to improve their ability and creativity during college, and help to improve their interest in learning.

3. discuss

Up to now, our school has built a three-level training system for big innovation projects at the school level, provincial level and national level, constantly updated the form and connotation of big innovation projects, improved the school management mechanism and operation mode, and achieved remarkable results. According to the statistical results of the questionnaire, the vast majority of students majoring in animal health care chose professional related topics, and the implementation of the big innovation project effectively improved their personal ability. From a comprehensive point of view, the improvement of individuals by participating in the big innovation project is reflected in many aspects, which can not only improve performance, but also have a far-reaching impact on professional quality, organizational ability and other aspects.

In recent years, the College of wildlife and nature reserves has also been improving relevant measures to ensure the efficient and high-level implementation of College Students' innovation and entrepreneurship training programs. The number of students participating in innovation and entrepreneurship in our college is increasing year by year. Students expect to improve their personal abilities in all aspects in the process of participating in undergraduate innovation and entrepreneurship projects, but there are still some students who have not achieved the initial purpose of students' participation. Among the projects that have been approved, there are also problems such as high project difficulty, time conflict and lack of guidance, and 30% of the projects cannot be completed on time. This requires further coordination and supervision of the college, and timely assistance from the instructor to help students complete the project work. In the future, it is suggested to strengthen publicity, improve the management system, and pay attention to the feasibility of the project. In addition, among the established big innovation projects, the number of innovation projects and entrepreneurship projects is far from each other. Entrepreneurship projects require students to have higher enthusiasm and innovation awareness. It is hoped that the college can have more professional teachers to guide the development of entrepreneurship projects, so as to cultivate batch after batch of excellent innovative talents.

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This paper is a teaching reform project of Northeast Forestry University; Project Name: practice teaching exploration under the background of first class undergraduate specialty construction

——Taking the College of wildlife and nature reserves of Northeast Forestry University as an example (subject No.: dgy202213), the phased achievements of the project are summarized.