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Exploring the Cultivation Model of Innovative Talents for Undergraduate Students Based on the Evaluation of Innovative Ability

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Abstract: Since the 18th CPC National Congress, China has implemented an innovation-driven development strategy to meet the urgent need for innovative and entrepreneurial talents in society. Deepening a series of innovation and entrepreneurship education reforms in colleges and universities is a critical measure to implement the innovation-driven development strategy more quickly. Meanwhile, cultivating high-quality specialists with international vision, innovative consciousness, innovative spirit, innovative ability, and practical ability is an important guarantee for implementing the national innovation development strategy. Thus, this paper first summarizes the main practices of cultivating innovative talents in economics majors and their effectiveness systematically and analyzes the main problems encountered in the process of cultivating innovative talents in economics majors. Then based on 498 questionnaires, it also explores the influencing factors of the innovation ability of undergraduate students in economics majors. The results show that the basic skills about studies are the main factor that affects the innovation ability of undergraduate students in economics majors, the innovation spirit is a secondary factor, and the influences of innovation skills and comprehensive quality are the weakest. Finally, the paths to promote the cultivation of innovative talents in economics majors are proposed in terms of optimizing talent cultivation goals, adjusting the curriculum structure system, strengthening practical teaching, playing the role of undergraduate mentorship, and relying on the construction of undergraduate research and innovation teams.

Keywords: Innovation-driven development; Innovative talent cultivation; Economics major.

1. Introduction

According to the relevant requirements of the National Medium and Long-term Education Reform and Development Plan (2010-2020) and the National Medium and Long-term Talent Development Plan (2010-2020), economics education in colleges and universities needs to cultivate a group of high-quality theoretical innovation and high-end application talents with strong innovation ability and adapt to the needs of economic and social development in the new era. Since the 18th CPC National Congress, China has implemented an innovation-driven development strategy to meet the urgent need for innovative and entrepreneurial talents in society. Deepening a series of innovation and entrepreneurship education reforms in colleges and universities is a critical measure to implement the innovation-driven development strategy more quickly. Meanwhile, cultivating high-quality specialists with international vision, innovative consciousness, innovative spirit, innovative ability, and practical ability is an important guarantee for implementing the national innovation development strategy. In particular, China is currently experiencing a new wave of "mass entrepreneurship and innovation", which is of great significance in promoting economic restructuring, creating a new engine for development, enhancing new development momentum, and taking the innovation-driven development path. Innovation is also the new driving force of China's next round of economic growth. In all aspects of enrollment, teaching, and management, higher education institutions should adhere to the market and social needs as the guide, forming an organic whole to cultivate talents useful to society. Under the background of "mass entrepreneurship and innovation", higher requirements are put forward for the cultivation of talents in higher education institutions, and for economics majors, how to promote the cultivation of innovative talents has become a key practical problem that needs to be solved urgently.

For example, in the study by Yang and Shan (2014), the authors proposed the "scaffolding" model, the core idea of which is to form innovation pressure, stimulate innovation motivation and cultivate innovative thinking through systematic innovation training, and improve the innovation support system by forming innovation teams, establishing innovation laboratories and improving the innovation reward system. Zhao et al. (2015) put forward the specific idea of constructing the practical teaching and training mode of applied and innovative talents in the direction of economics transportation economy based on the analysis of economics professional training at Liaoning University of Technology. Based on the principle of combining theory and practice, Cai and Yan (2012) proposed to form a whole set of rehearsal training systems for innovative talents in economics majors by strengthening the reform of practical teaching and enhancing theoretical knowledge learning in two dimensions. Xu (2011) proposed the landing point of innovative ability cultivation in economics majors and discussed the model construction of students' innovative ability cultivation from three aspects: the systematization of curriculum structure, effective combination of teaching organization form and teaching methods, and systematic design of practical teaching links.

Research on the cultivation path of innovative talents in

economics majors. The development of a practical talent cultivation path is the key link to achieving the goal of talent cultivation, and scholars at home and abroad have done a lot of research on this, and for economics majors, how to cultivate innovative talents has become the focus of research in the existing literature. Based on the analysis of the problems in the cultivation of innovative ability of college students, Ju and Liu (2016) proposed the path of cultivating innovative talents in economics majors from the aspects of reforming curriculum system, strengthening experimental and practical training teaching, optimizing teaching mode, implementing mentorship system for undergraduate students and strengthening scientific and technological innovation activities and social practice activities of college students as well as reforming assessment and evaluation methods. Xu (2013) discussed the realization path of innovative talents cultivation in economics majors from the perspective of strengthening teachers' guidance. Wang and Li (2013) focused on specific paths to improve talent cultivation in terms of paying attention to optimizing talent cultivation goals, focusing on curriculum teaching platforms, and building science and technology practice platforms.

Comprehensively, the existing literature has made a lot of research on the mode and path of training innovative talents in economics majors from different dimensions, which provides a useful reference for further research of this paper. Because of this, this paper takes the cultivation of innovative talents in economics as the object of investigation, systematically analyzes the connotation and characteristics of innovative talents in economics, and proposes the path of cultivating innovative talents in economics based on the practice of cultivating talents in economics in Anhui University of Finance and Economics and its effectiveness.

2. Analysis of the Current Situation and Problems of Training Innovative Talents in Economics

2.1. Analysis of the current situation

The Department of Economics of Anhui University of Finance and Economics was formally established in 1994 with the approval of the Anhui Provincial Education Commission and started to recruit economics undergraduates for the whole country in 1995, which is now the fourth batch of national specialties (2009), the first batch of Anhui specialties (2008 and 2015) and the first batch of Anhui specialties with comprehensive reform pilot majors (2012). After nearly 20 years of construction and development, it has delivered more than 2,000 economics undergraduates and more than 100 master's degree students to society, and the Department of Economics has developed from a newly built teaching unit into a teaching unit with two levels of undergraduate and graduate studies, obvious professional advantages, strong faculty and powerful scientific research strength. In recent years, the leadership of the college attaches great importance to the cultivation of innovative ability of undergraduate economics students, and has issued the "Measures for Recruiting Undergraduate Research Innovation Teams in the College of Economics", set up undergraduate research innovation teams, and improved the reward and incentive system (issued the "Measures for Rewarding Students' Scientific Research Achievements in the College of Economics", "Measures for Rewarding Subject Competitions in the College of Economics", "Measures for Target Management and Reward of Examination and Research in the College of Economics", "Measures for Rewarding Students' English Level Examinations in the College of Economics", and "Measures for Rewarding Undergraduate Research in the College of Economics"). The School of Economics has made great achievements in innovation and entrepreneurship, discipline competition, and scientific research. In addition, the School of Economics continuously strengthens the construction of faculty, and has a faculty with reasonable structure, a high level of teaching and scientific research, and a strong ability to serve the local economy of Anhui Province; among students, a relatively strong atmosphere of innovation and scholarship has been formed, and the enthusiasm of undergraduates to engage in scientific research has been increasing, and the high-level faculty and strong willingness of students to innovate are important factors to improve the innovation ability of undergraduates majoring in economics.

In a comprehensive manner, the improvement of innovation ability of economics students is mainly reflected in the following aspects.

First, the number of publicly published academic papers by students has been increasing year by year. The data show that students of economics majors have fruitful scientific research papers and high enthusiasm in publishing academic papers. 577 academic papers were published publicly from 2012 to 2016, of which 65 were published in 2012, 68 in 2013, 119 in 2014, 154 in 2015 and 172 in 2016, showing an overall trend of year-on-year increase.

Secondly, the innovation and entrepreneurship projects of college students are growing year by year. Relying on their professional knowledge, economics students actively declare various innovative and entrepreneurial projects, and the number of projects is increasing year by year. In the declaration of innovation and entrepreneurship training projects for college students, 28 projects were established in 2013, 43 projects in 2014 and 32 projects in 2015. 63 projects were established in 2016, accounting for 13.64% of the whole university.

Thirdly, the number of non-traditional forms of thesis has been increasing. In order to improve the quality of undergraduate thesis, according to the Opinions on the Reform of Undergraduate Thesis Work of Anhui University of Finance and Economics, our college has formulated the Management Measures of Undergraduate Thesis Work of College of Economics, all of which are reforming the form of undergraduate thesis, and the non-traditional form of thesis, such as the academic papers published by students and the awards of school-level discipline competitions participated by students, can replace the thesis. The data show that the number of non-traditional form theses in economics majors increased from 1 in 2012 to 149 in 2017, of which 51.38% of undergraduates graduated with non-traditional form theses in 2017.

2.2. Analysis of existing problems

This part takes the economics major of Anhui University of Finance and Economics as an example to deeply explore the problems faced by the cultivation of innovative talents in an economics major. Although students are highly motivated to engage in scientific research and devote a lot of time and energy to it and have achieved some results, there is a lack of high-quality research results. According to statistics, since 2013, the quality of academic papers published by economics

majors is generally not high, most of them are ordinary magazines, and the length of the articles is usually 2-3 pages, less even only 1 page, only a few through can publish academic papers in more standardized university journal magazines, almost no students published in CSSCI source journals and other magazines, the quality of students published papers urgently needs to be improved.

Although the number and quality of students' published papers are increasing and this academic atmosphere for students to engage in scientific research is forming, the majority of students apply for research funds and publish academic papers just to obtain academic year scholarships, not many students are really interested in scientific research, and students do not invest enough experience in scientific research, which is also an important reason affecting the quality of students' papers. At present, the talent cultivation of economics majors in famous universities in China focuses on theoreticality, and the proportion of students who continue to study in graduate school after graduation from the undergraduate line is high, basically higher than 50%, therefore, the undergraduate students of economics majors in these universities pay more attention to the cultivation of innovation ability, and the innovation practice they engage in is richer, and the innovation ability of students is also greatly improved. In contrast, as local finance and economics majors, the main destinations of economics graduates are enterprises and institutions, and the proportion of students who continue to study in graduate schools is not large. Therefore, the curriculum arrangement of students focuses on the cultivation of employability skills.

The basic quality of innovation of undergraduate economics students is not high, and the role of the undergraduate mentoring system is not really played. Take me as an example, since the implementation of the undergraduate mentoring system at my university, I have been guiding undergraduate students to publish several papers every year, and this guidance process includes the selection of topics, the formulation of frameworks, and the revision of first drafts. The first time the students send the teacher the topic, the first draft text has more problems, some even the title is not smooth, the abstract in the small paper cannot write, and the beginning and the end of the paper is not well written, the econometric model cannot do. The list of problems goes on and on. There are also some students who do not contact their supervisors in the process of writing their mini-papers and choosing their own topics, writing their first drafts, and publishing their papers. From the perspective of the undergraduate students I have supervised, the latter is the majority. In comparison, after the teacher's guidance on the quality of the paper improved a lot, the basics will not appear the topic logic is not clear, and the format of the article is not standardized.

The basic skills of undergraduate economics majors to carry out innovative practice are poor, and their theoretical and written skills are not high. Many undergraduates write the first draft of their thesis, from the title to the body, the language is not smooth, punctuation marks are wrong, the front and back statements are not logical enough, the theme is not clear and other problems abound, which reflects that the student's writing skills are not strong. Secondly, the theoretical depth of students' articles is not enough, and the relationship between the variables studied in the selected topics and the text is not clear, and even the existing theories are reversed or wrong, which reflects that students' theoretical skills need to be strengthened.

The economics majors' econometric skills are not solid, and the selection of econometric methods, the conditions of application of econometric models, and the prerequisites for the establishment of econometric models are not clear. Take our economics majors as an example, two compulsory courses on econometric methods are offered at the undergraduate level, and students are required to master the application of two software programs, EViews and SPSS. For most students, the basic operations of these methods are known, but many students are often not professional enough in the conditions of adaptation of these methods and the interpretation of the measurement results, which in turn makes the robustness of the measurement results questionable.

3. The Analysis of Factors Affecting the Innovation Ability of Economics Professionals

3.1. Description of the questionnaire

This questionnaire mainly includes the following three parts of questions: (1) Basic skills about studies: the curriculum arrangement and cultivation program set up to improve the innovation ability of college students. (2) Innovation spirit: active thinking, innovative ideas and subjective initiative in the process of innovation, which is the driving force of innovation, and (3) Innovative skills: the ability to use one's knowledge and skills to complete tasks efficiently in various social practice activities. The specific evaluation system is shown in Table 1.

Table 1. Evaluation system for innovative talents in economics

	Primary indicators	Secondary indicators
Evaluation system for innovation ability	Basic skills about studies	Ability to retrieve scientific information
		Ability to learn professional knowledge
		Ability to update comprehensive knowledge
	Innovation spirit	Innovative emotion and awareness
		Logical thinking ability
		Creative imagination
		Critical Thinking Ability
	Innovative skills	Research project design
		Knowledge application and operation skills
		Ability to write academic papers

In order to check the validity of the questionnaire, we conducted a pre-survey of 50 college students, including 28 economics majors, on the campus of Anhui University of Finance and Economics before the official survey began. In

response to the various suggestions made by the respondents during the pre-survey, we revised and improved the questionnaire again to improve its validity.

A total of 500 questionnaires were distributed in this survey, and 498 valid questionnaires were returned, with a recovery rate of 99.6%. In the survey, 290 students majored in economics, accounting for 58.2%, and 208 students majored in other fields, accounting for 41.8%. The professional distribution of survey respondents reflects the feasibility of this questionnaire data.

3.2. Factors influencing innovation ability

We use factor analysis to analyze the factors influencing the innovation ability of economics professionals in order to put forward targeted policy suggestions.

3.2.1. Index selection

Based on the existing literature, we uses 13 indicators, such as gender x1, students' overall quality x2, daily learning ability x3, research information retrieval ability x4, comprehensive knowledge updating ability x5, knowledge application ability x6, the number of published academic papers x7, the number of scientific research projects x8, the number of prizes won in discipline competitions at provincial level or above x9, innovation emotion and consciousness x10, innovation imagination ability x11, logical thinking ability x12, critical thinking ability x13, etc. as the influencing factors of innovation ability to study.

3.2.2. Dimensionless processing of data

Due to the different units of the adopted indicators, this paper adopts standardized regression coefficients for dimensionless processing of the data to reduce the influence of different units on the results.

3.2.3. Factor analysis

(1) Applicability test. The Kaiser-Meyer-Olkin measure of 0.820 is greater than 0.5, and the Bartlett's sphericity test value is 1143.284 with a degree of freedom of 78, which indicates that the correlation between the indicators is significant, so the original hypothesis (independence among variables) is not valid, and the variables can be analyzed by factor analysis.

Table2. The test of KMO and Bartlett

Kaiser-Meyer-Olkin metric for sampling adequacy		0.820
Bartlett's test for sphericity	Approximate cardinality	1143.284
	df	78
	Sig.	0.000

(2) Extraction of common factors. Principal component analysis and maximum variance method were used to extract the common factors, and the results are shown in Table 3 and Figure 1. From the table, we can see that the four factors have large eigenvalues and the cumulative variance contribution rate reaches 62.892%, which can describe the main influencing factors of innovation ability of economics students more completely.

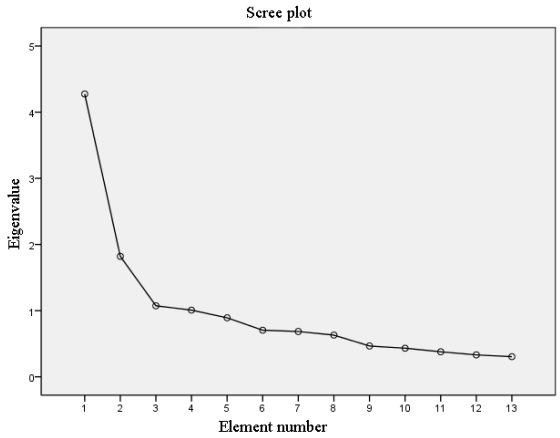

Figure 1. Eigenvalue line graph

(3) Factor rotation loadings matrix: By analyzing the loadings matrix of the four selected male factors, we obtained as Table 4. From Table 4, we can see that the 1st male factor has a larger load on x3/ x4/ x5/ x6, the 2nd male factor has a larger load on x10/ x11/ x12/ x13, the 3rd male factor has a larger load on x1/ x7/ x8/ x9, and the 4th male factor has a larger load on x2. From this, the four male factors can be categorized as basic skills about studies factor F1, innovation spirit factor F2, innovation skill factor F3, and comprehensive quality factor F4.

(4) Comprehensive impact factor solution: The component score coefficient matrix was obtained by the regression coefficient method, as shown in Table 5. Then, the values of factor variables F1, F2, F3, and F4 were calculated. Finally, the comprehensive influence index was solved.

$$F_1 = -0.046x_1 + 0.019x_2 + 0.379x_3 + 0.371x_4 + 0.396x_5 + 0.326x_6 - 0.041x_7 + 0.567x_8 - 0.119x_9 + 0.112x_{10} - 0.175x_{11} - 0.149x_{12} - 0.081x_{13}$$

$$F_2 = -0.01x_1 + 0.017x_2 - 0.2x_3 - 0.1x_4 - 0.07x_5 - 0.02x_6 - 0.07x_7 + 0.006x_8 + 0.023x_9 + 0.179x_{10} + 0.431x_{11} + 0.412x_{12} + 0.364x_{13}$$

$$F_3 = 0.237x_1 - 0.059x_2 - 0.007x_3 - 0.09x_4 - 0.089x_5 - 0.044x_6 + 0.383x_7 + 0.376x_8 + 0.387x_9 - 0.017x_{10} - 0.006x_{11} - 0.011x_{12} + 0.364x_{13}$$

$$F_4 = -0.182x_1 + 0.91x_2 + 0.163x_3 + 0.025x_4 - 0.055x_5 - 0.143x_6 + 0.027x_7 + 0.014x_8 + 0.035x_9 - 0.195x_{10} + 0.04x_{11} + 0.107x_{12} - 0.024x_{13}$$

The four main factors affect the innovation ability of economics from different aspects, so the weighted sum of the variance contribution rates of the four main factors can get the comprehensive impact index as follows:

F = (32.88% F1+14.004% F2+8.526% F3+7.752% F4) / 62.892%.

(5) Multiple regression analysis of influencing factors of innovation capability: Through multiple linear regression analysis, with the comprehensive influencing factor as the dependent variable and the four common factors as the independent variable, the scores of the four common factors were obtained as the comprehensive quality factor 0.123, the basic skills about studies factor 0.477, the innovation spirit factor 0.223 and the innovation skill factor 0.136. Therefore, it can be concluded that the degree of influence on the innovation ability of economics majors consists of basic skills

about studies factor, innovation spirit factor, innovation skill factor and comprehensive quality factor. The result show that the basic skills about studies are the main factor that affects the innovation ability of undergraduate students in economics majors, the innovation spirit is a secondary factor, and the influences of innovation skills and comprehensive quality are the weakest.

Table 3. Statistical table of the number of variances

Composition		1	2	3	4
Starting eigenvalue	Total	4.274	1.82	1.073	1.008
	Proportion of variance explained (%)	32.88	14.004	8.256	7.752
	Cumulative proportion ofvariance explained (%)	32.88	46.884	55.14	62.892
Extraction of squares and loading	Total	4.274	1.82	1.073	1.008
	Proportion of variance explained (%)	32.88	14.004	8.256	7.752
	Cumulative proportion of variance explained (%)	32.88	46.884	55.14	62.892
Rotation sum of squares loading	Total	2.427	2.379	2.313	1.057
	Proportion of variance explained (%)	18.671	18.303	17.791	8.127
	Cumulative proportion of variance explained (%)	18.671	36.973	54.765	62.892

Table 4. Rotation factor matrix

Factor	x_1	x_2	x_3	x_4	x_5	x_6	x_7	x_8	x_9	x_{10}	x_{11}	x_{12}	x_{13}
1	0.068	0.091	0.691	0.69	0.779	0.697	0.18	0.163	0.111	0.446	0.122	0.17	0.233
2	0.04	0.068	0.014	0.175	0.279	0.325	0.001	0.119	0.122	0.541	0.804	0.796	0.746
3	0.467	0.026	0.259	0.087	0.118	0.166	0.815	0.798	0.803	0.128	0.068	0.084	0.057
4	-0.157	0.949	0.224	0.069	-0.007	-0.1	0.087	0.071	0.089	-0.172	0.048	0.12	-0.012

Table 5. Factor score coefficient

Factor	x_1	x_2	x_3	x_4	x_5	x_6	x_7	x_8	x_9	x_{10}	x_{11}	x_{12}	x_{13}
1	-0.046	-0.019	0.379	0.371	0.396	0.326	-0.041	-0.083	-0.119	0.112	-0.175	-0.149	-0.081
2	-0.01	0.017	-0.2	-0.1	-0.07	-0.02	-0.07	0.006	0.023	0.179	0.431	0.412	0.364
3	0.237	-0.059	-0.007	-0.09	-0.089	-0.044	0.383	0.376	0.387	-0.017	-0.006	-0.011	-0.028
4	-0.182	0.91	0.163	0.025	-0.055	-0.143	0.027	0.014	0.035	-0.195	0.04	0.107	-0.024

4. Discussion on training mode of innovative talents in economics

4.1. Analysis of the characteristics of innovative talents in economics

The so-called innovative talents are those with innovative spirit and ability, who are energetic, persistent, focused, imaginative, and adventurous, and can breed new ideas, put them into practice, and achieve innovative results (Cai & Yan, 2012). Innovative talents usually show a sense of pursuing innovation, a psychological orientation of finding problems and actively exploring, and a positive ability to change themselves and the environment. For undergraduate students majoring in economics, an important index reflecting students' innovation ability lies in the publication of scientific research papers and the establishment of projects, and the former may be more important. Because of this, innovative talents in economics should have the following basic qualities:

A profound theoretical foundation is an important condition for innovative talents in economics. In the undergraduate stage, students majoring in economics have a wide range of courses, including economics courses and management courses. There are a lot of courses, and students have heavy learning tasks, so students' learning goal for many courses is to "get credits". Having learned many courses, it is easy for students to know a little about everything, but they are not experts. Even some economics graduates will ask what our major courses are when they graduate. Of course, it is not enough to strengthen the cultivation of theoretical foundation only by course study. Students can be encouraged to listen to the academic lectures of relevant professional teachers, learn textbook knowledge, and think more about practical economic problems.

Excellent writing skills are the prerequisite for innovative talents in economics. As Chinese, our way of thinking and expression of ideas are all in Chinese. Academic papers ranging from thousands of words to tens of thousands of words are all expressed in Chinese. As mentioned above, our student's English level is constantly improving, but the Chinese literature is not so good. The papers written by most students are full of loopholes, and few of them can achieve fluency.

A solid metrological foundation is an important guarantee for the cultivation of innovative talents in economics. In the

past, people did not use econometric models to write articles, and there were not so many mathematical model derivations and case introductions. Text narration was the main way of expression. But nowadays, students write essays as if they wouldn't write essays without econometric models. There's nothing to say. Of course, this is not only the case for students, but also for many of our young teachers. It may be related to the two factors mentioned above, such as poor writing skills and theoretical skills. There is no problem in choosing econometric models to express or prove our academic views. But the problem is that many students do not have a thorough grasp of the measurement model, and many students do not know how to explain the measurement results. It's good that the model and the variables pass the significance test, but what if once the variables are not significant? How to solve the problems encountered in measurement inspection is the place where most students are lacking.

4.2. Model discussion

4.2.1. Optimize the target of talent training

Under the background of "mass entrepreneurship and innovation", social development has put forward higher requirements for the talents majoring in economics, so the training objectives of the talents majoring in economics need to be further optimized. As for our school, based on the analysis of social development, discipline development, and talent demand, guided by modern educational thoughts and teaching concepts, we draw lessons from the successful experience of talent training in economics majors of first-class universities at home and abroad and make use of high-quality educational resources inside and outside the school to cultivate the innovative spirit, entrepreneurial consciousness, competitive and cooperative consciousness, and practical ability. Innovative economics professionals who have a solid theoretical foundation in Marxist economics and modern western economics, understand the development trend of classical economic theories, keep up with the international frontier, and can skillfully use modern econometric analysis methods for scientific research.

4.2.2. Adjust the curriculum structure and strengthen practical teaching

The construction of a curriculum system is not only an important link to support the goal of talent training, but also an important factor affecting the quality of talent training. With the revision of the training of economics professionals, the system structure of professional courses also needs to be revised accordingly to improve the knowledge structure of students. To sum up, it can be summarized from the following aspects: First of all, in the course setting, more courses should be set up on metrology methods. In the study of professional courses, emphasis should be placed on the combination of theory and practice, and teachers with doctoral degrees or senior titles should be arranged as far as possible to teach, to improve students' innovation awareness and ability. Secondly, we should strengthen the practical teaching, strengthen the practical teaching links, improve the comprehensive quality of students, and pay attention to students' basic knowledge, practical and innovative ability and improve the comprehensive quality. According to the arrangement of the school, the tenth week of every semester is the social practice week, which improves the opportunities for students to conduct research and practice in various companies, and cultivates their sense of teamwork and spirit of innovation.

4.2.3. Give play to the role of undergraduate tutorial system

In the current era, college undergraduates pay close attention to practical economic issues, have a certain theoretical basis, and have a high enthusiasm to carry out innovation practice. However, as mentioned above, the current economics major is not solid in the theoretical, written, and quantitative skills of innovation activities, and it is difficult to make a breakthrough simply by relying on their strength. At this point, the role of teachers should be further given play, relying on the construction of the undergraduate tutorial system platform, to encourage undergraduates to actively participate in the teacher's project and paper writing. Meanwhile, it is also necessary for the school level to formulate corresponding incentive policies in terms of system design to encourage instructors to guide undergraduates.

4.2.4. Cultivate students' international vision by relying on the construction of undergraduate scientific research and innovation team

Since the establishment of the undergraduate scientific research and innovation team of the Economics major, the undergraduate scientific research achievements of the Economics major are fruitful. The number of papers published by the students and the number of projects approved by the students takes a leading position in the university every year. The scientific research team is an effective measure to improve the innovation ability of undergraduate students of Economics major. On the other hand, it is also necessary to strengthen the training of students' innovation ability, organize undergraduates with a certain foundation to attend relevant academic lectures at home and abroad, and strengthen foreign exchanges. If conditions permit, we will organize students to participate in international academic conferences and international exchanges, support qualified senior undergraduates to go on overseas to study and visit, and cultivate students' international vision.

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