

Research on Cultivating Innovative Ability of Master Degree Candidate in Local Universities of Finance Economics

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Abstract: By analyzing the current problems in the cultivation of Master degree candidate in local universities of financial and economic, this paper researches the cultivation of innovative abilities of Master degree candidate in local universities of finance and economics, from five aspects of construction of postgraduate tutor team, strengthening the management of postgraduate learning process, improving postgraduate evaluation system and strengthening the cooperation between universities and enterprises, combining scientific research projects with subject competitions, and creating a good innovation environment, according to the requirements of postgraduate training objectives. This will contribute to enhance the innovation ability of postgraduate.

Keywords: Master Degree Candidate; Innovative Ability; Universities of Finance and Economics; Cultivation Model

1. Introduction

Innovation is an important force in driving national development. Cultivating the innovative ability and awareness of postgraduate students is a core content of postgraduate education in local universities of financial and economic, and is also a major factor in improving the level of scientific research in higher education. Postgraduate students are the main force of scientific research and innovation both domestically and internationally. How to cultivate qualified graduate students who meet the requirements of innovation, entrepreneurship, and entrepreneurship development, meet the needs of the whole society for high-quality and creative talents, and provide innovative talents for society is a problem that local financial and economic colleges and graduate supervisors are considering. Regarding the research on cultivating innovation ability of postgraduate students, Xu Bo et al.(2023) analyzed the issues that should be paid attention to in the process of cultivating graduate students' innovation ability from the perspective of science and technology competitions^[1]. Liu Xijun et al.(2023) studied the construction of graduate supervisors team around the training requirements of graduate students' innovation ability^[2]. He Zaiju et al.(2022) studied how to improve the innovation ability of graduate students from the perspective of their learning process, and proposed to implement refined whole process management for graduate students according to the training tasks at different stages^[3]. Li Hongyi(2020) explored how to cultivate the innovation ability of statistical graduate students under the background of big data^[4]. Tian Dongping(2020) proposed a collaborative cultivation mechanism for innovation ability of graduate students in local colleges and universities based on the background of Internet plus, aiming at the problems such as poor teaching resources, low level of teachers, lack of practical opportunities and insufficient innovation awareness in graduate students training in local colleges and universities^[5]. Chen Guanghui et al. (2020) took Xi'an University of Technology under the background of Internet plus as the research object, and studied the improvement of innovation ability of economic management graduate students in local universities^[6]. Liu Zhihai et al.(2019) used the Delphi method to determine the main elements and indicators for evaluating innovation ability of graduate students, constructed an evaluation system, and used the hierarchical analysis method to determine the weights of the various element. Furthermore, detailed calculations and consistency tests were conducted, and the results showed that the practical and learning abilities of graduate students are key elements reflecting innovation ability^[7]. Chen Liwan et al.(2020) studied effective paths for cultivating the innovation ability of graduate students in the new situation, by

interpreting the connotation of graduate students' innovation ability and analyzing internal and external issues that affect it^[8]. Under the background of the five core concepts of innovation, coordination, green, openness and sharing, Li Guohua et al.(2020) discussed the main problems faced by the cultivation of engineering master's degree students under the background of first-class universities and disciplines construction^[9]. Yi Shujuan et al.(2023) studied the cultivation mode of research innovation ability for graduate students in local universities, in view of relevant issues related to the cultivation of research innovation ability for graduate students in local universities, through a questionnaire survey^[10]. Li Yuqi et al.(2023) analyzed the existing problems in cultivating innovation ability and awareness of graduate students, and studied the cultivating strategies of innovation awareness and innovation ability of graduate students^[11].

After studying in the undergraduate stage, graduate students have mastered professional theoretical knowledge, while in the graduate stage, emphasis should be placed on cultivating innovative abilities. The cultivation of innovative talents is an important part of the reform and development of higher education, and the graduate students with innovative ability are the backbone of supporting and leading the social innovation. This requires graduate students of local universities not only to have profound theoretical literacy, but also to have practical and innovative abilities, able to solve practical application problems. Local finance and economics colleges are responsible for the important task of cultivating high-quality talents for local regional economy development^[6]. Studying how to cultivate the innovation ability of postgraduate students in local finance and economics colleges is of great significance for improving the graduate teaching and training mode and cultivating high-level innovative talents.

2. Problems existing in the cultivation of postgraduates in local universities of finance and economics

In order to improve the innovation ability of graduate students, by searching for shortcomings, we find the problems in the current process of cultivating graduate students in local financial and economic colleges, which are mainly manifested in the following three aspects:

(1) In terms of graduate training, graduate students are divided into academic graduate students and professional graduate students, with different training objectives and plans. However, in actual teaching, there is not a significant difference between academic graduate students and professional graduate students. In terms of teaching management, some graduate tutors may be busy with their work and mainly focus on scientific research, resulting in insufficient management of graduate students.

(2) In terms of improving graduate practice, graduate students rely on their supervisors' research projects for research. In terms of research ideas and research technology routes, ideas and methods may be relatively fixed, and graduate students' divergent and innovative thinking abilities cannot be improved, which cannot stimulate their research interest. For professional graduate students, although some universities may adopt the combination of on-campus tutors and off-campus tutors, the off-campus tutors may play a small role and do not give much guidance. With the expansion of the enrollment of professional graduate students, there is an increase in the number of young tutors. However, young tutors have less experience in practical abilities than experienced teachers, which limits the improvement of innovation and practical abilities of professional graduate students.

(3) Compared with key universities, the overall faculty strength of local finance and economics colleges is not high, and the library and information center provides a few literature review databases, especially foreign language databases such as Scencedirect and Springer databases. A few graduate students attend international academic conferences, and there are not many international academic exchanges.

3. Research on cultivating innovative ability of Master degree candidate in finance and economics universities

3.1 Building a team of graduate supervisors

The team of graduate supervisors is very important for improving innovation ability of graduate students. According to the research direction selected by graduate students, the construction unit of the subject master's program selects 5 to 6 supervisors according to the subject category, research interests, and academic expertise, forming a team of graduate supervisors. The mentor team can be composed of

one senior mentor, middle-aged mentor, and multiple young teachers, as well as multiple graduate mentors. In this way, the teachers in the team can pool their wisdom, perform their own duties, and guide the graduate students together. Each supervisor can leverage their strengths, broaden students' knowledge, and solve the problems of a single supervisor's narrow professional scope and insufficient energy and time. Through regular communication within the team, such as a team discussion meeting half a month, to understand the learning and paper writing situation of graduate students, point out the problems existing in scientific research, and students solve them in time and seriously, so as to improve the innovation ability of graduate students.

3.2 Strengthening the management of graduate learning process

Graduate students in local universities of finance and economics come from different universities, and there are obvious differences in their professional knowledge, academic and research abilities. Some students have a wide range of undergraduate and graduate majors, and their professional knowledge reserves are not solid. Therefore, it is necessary to strengthen the management of graduate students in the learning process.

Firstly, in the classroom learning stage, according to the training objectives, scientific research directions and tasks of graduate students, we should develop suitable training plans and programs for students, with one-to-one guidance from tutors, and strengthen communication and exchange between freshmen and senior graduate students. Encourage new students to actively participate in the supervisor's research projects, participate in the paper writing and paper defense of senior graduate students, and become familiar with the topic selection, research ideas, and research methods used. Enable students to proficiently review literature, understand the classic methods and introduction issues of this research direction by reading classic and latest literature.

Secondly, by reviewing and reading relevant literature, determine the research topic, communicate with the supervisor, and write the opening report. In the opening report, students are required to present their research background, current research status, research significance, research ideas, research framework, research content, research methods, research key and difficult points, innovations and deficiencies, and research plans to their supervisors and research team through PowerPoint presentations. They are required to answer questions raised by the supervisor team and revise them carefully. If the supervisor team believes that the opening report is unreasonable, they can request students to conduct a second opening report. During the process of writing the paper, the supervisor strictly checks it, and the graduate students write carefully, discuss with the supervisor, and make repeated and careful revisions according to the revision opinions proposed by the supervisor. Before the defense, a pre-defense of the thesis will be conducted. The supervisor team will provide suggestions for the revision of the thesis, and graduate students will carefully follow the suggestions for revision.

Finally, a formal defense of the graduation thesis will be conducted. During the defense, graduate students listen carefully to the opinions of the experts and make records. After the defense is completed, graduate students revise the paper in a timely and carefully according to the opinions of experts, and finally submit the graduation thesis on time.

3.3 Improving the graduate students evaluation system and strengthen the university-enterprise cooperation

A sound graduate assessment and evaluation system is very important for cultivating graduate students' innovation ability. In the graduate assessment and evaluation system, it is necessary to highlight the evaluation of graduate students' innovative thinking and ability, and encourage them to pursue scientific research and innovation. The length of graduate education is subject to a flexible academic system. For example, the general graduate education system is 2 to 3 years, which can be extended to 3 to 5 years, which is also conducive to the improvement of graduate students' innovation ability. Graduate students must complete all required course credits, conduct the graduate thesis opening, thesis writing, complete mid-term examination and graduation thesis requirements, and conduct thesis pre-defense and thesis defense. Each link must be completed, and if it fails to meet the requirements, it will be eliminated. In addition, by strengthening the cooperation between the university and enterprises, the off-campus enterprise mentors can really and fully guide graduate students, so that graduate students can apply the theoretical knowledge they have learned to enterprise practice, and fully stimulate the innovation ability of graduate students.

3.4 Combining scientific research projects with subject competitions

The combination of scientific research projects and subject competitions is an effective method to enhance the innovation ability of graduate students. Graduate students should actively apply for graduate innovation projects, participate in research projects of the mentor group, and at the same time, they should actively participate in subject competitions. Classroom learning is the foundation, and participating in scientific research projects and subject competitions is the application and improvement of knowledge. Through scientific competitions, theoretical knowledge can be applied to practice and tested, which is very important for the improvement of cultivating graduate students' practical and innovative abilities. Graduate students from finance and economics colleges can participate in various subject competitions such as the National Graduates Mathematical Modeling Competition, the National College Students Energy Economy Academic Competition, the National College Students Energy Conservation and Emission Reduction Social Practice and Technology Competition, the National College Students Market Survey and Analysis Competition, and the National College Students Statistical Modeling Competition, and so on. In the process of participating in the competition, they can improve their scientific research ability, teamwork spirit, practical and innovative abilities.

For graduate students who win awards in science and technology competitions, the school should provide them with appropriate material and spiritual rewards to enhance their innovation motivation. Subject competitions can enhance the scientific research abilities of graduate students. The results of the competitions can serve scientific research projects. By combining scientific research projects with subject competitions, comprehensive cultivation of graduate students' innovative abilities can be achieved. We encourage graduate students to have the courage to innovate and publish high-quality and high-level original papers. The school and supervisor team will give certain rewards to graduate students who publish high-quality papers, in order to further improve the quality of graduate training and strengthen the cultivation of graduate students' innovation ability.

3.5 Creating a good innovation environment

A good innovation environment is the guarantee for cultivating graduate students' innovation ability. In the classroom or in mentor discussion meetings, we encourage graduate students to ask more questions and express their opinions, respect their ideas, to stimulate their imagination and innovation. In the mentor team discussion meeting, communicate and discuss with each other in a relaxed and free manner to solve problems. Increase the construction of school infrastructure. For example, in terms of databases, the library management and information centers can increase investment in purchasing more helpful databases; In terms of self-study rooms, academic discussion rooms, and studios, schools should provide a good environment for graduate students to study. Encourage graduate students to conduct more academic exchanges and participate in domestic and international academic conferences, and the school should provide financial support in this regard. When participating in academic exchanges, graduate students communicate more with domestic and foreign experts and scholars, share the latest research results of graduate students, learn their strengths and research methods, and understand the latest developments in the subject field and research direction. The schools should organize more academic lectures by renowned experts and scholars, so that graduate students can listen, understand and learn the subject preface questions.

4. Conclusions

Innovation is the primary driving force for development and the strategic support for building a modern economic system. As pioneers of a country to realize scientific and technological innovation and science and technology, graduate students are navigators under the background of the new era. The cultivation of innovation ability of graduate students in higher education has always been a concern for countries around the world. The cultivation of graduate students' innovation ability is one of the main goals of graduate education in financial and economic colleges. This paper first identifies the shortcomings in the teaching of graduate students in local colleges of financial and economic, from three aspects of training of graduate students, practice improvement of graduate students, and innovation environment. Furthermore, from five aspects: building a team of graduate supervisors, strengthening the management of graduate learning processes, improving the graduate students evaluation system and strengthen the university-enterprise cooperation, combining scientific research projects with subject competitions, and creating a good innovation environment, discusses the cultivation mode of innovation ability for Master degree candidate in local financial and economic

colleges, in order to enhance the innovation ability of graduate students in financial and economic colleges and further improve their comprehensive quality. Thus, local financial and economic colleges can provide high-level innovative talents for the society, better serve society, and promote the rapid development of local economy.

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