



# Disciplinary Competitions Promote College Students' Innovation and Entrepreneurship: A Case Study of Chinese Language and Literature Majors

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**Abstract:** Against the backdrop of the booming cultural and creative industries, disciplinary competitions, as an innovative form of practical teaching in liberal arts colleges, hold unique value in cultivating the innovation and entrepreneurship capabilities of Chinese language and literature majors. Based on the literature research method, this paper systematically combs through relevant theoretical achievements at home and abroad, deeply analyzes the theoretical foundation of disciplinary competitions for Chinese language and literature majors in enhancing professional literacy, cultivating practical abilities, and stimulating innovative thinking, and explores the mechanism of competitions in awakening students' entrepreneurial awareness, shaping entrepreneurial skills, and integrating entrepreneurial resources. By analyzing the problems existing in the current competition system construction, school-enterprise collaboration, and achievement transformation, this paper proposes implementation strategies for disciplinary competitions to promote innovation and entrepreneurship from three dimensions: educational concept innovation, curriculum system optimization, and policy guarantee improvement, providing theoretical references for colleges to deepen the reform of liberal arts innovation and entrepreneurship education.

**Keywords:** Disciplinary competition; Innovation and entrepreneurship; Chinese language and literature; Liberal arts education; Practical teaching

## 1. Introduction

### 1.1 Research Background and Significance

With the deep integration of digital technology and cultural industries, the talent cultivation of Chinese language

and literature majors is facing the transformation challenge from traditional humanistic education to innovative practical education (Rui et al., 2025). Problems such as the disconnection between theory and practice and insufficient creative transformation ability in traditional liberal arts education have become increasingly prominent, while disciplinary competitions, as a bridge connecting professional education with innovation and entrepreneurship, are becoming an important breakthrough in the reform of liberal arts education in colleges (Zha, 2022). The 2023 Several Opinions on Deepening the Reform of Innovation and Entrepreneurship Education in colleges' Liberal Arts issued by the Ministry of Education clearly states the need to "give play to the unique role of disciplinary competitions in the cultivation of innovative and entrepreneurial talents in liberal arts, and build a new system of liberal arts practical education that promotes learning and innovation through competitions".

The Chinese language and literature major has both humanistic and practical characteristics. Its talent cultivation goal requires students not only to master solid literary skills and language abilities but also to possess innovative practical abilities such as cultural creativity planning, new media content operation, and cross-media narration (Jing, 2023). Disciplinary competitions provide students with a platform to transform humanistic knowledge into innovative practices by simulating real cultural and creative scenarios (Aithal & Maiya, 2023). Take

the "National College Students' Literary Creative Writing Competition" as an example. Since its launch in 2015, this competition has become an important carrier to promote the innovation and entrepreneurship of Chinese majors. Numerous studies have shown that competition participation has a significant effect on improving students' creative transformation ability and entrepreneurial willingness.

### **1.2 Research Review**

The practice of Stanford University's "Humanities Innovation Challenge" has shown that liberal arts competitions can effectively enhance students' entrepreneurial intention. In the field of Chinese language and literature, scholars generally believe that professional competitions can strengthen students' text transformation ability and innovative thinking through practical forms such as creative writing and cultural planning (Xu, 2022). Lihua et al. (2022) pointed out through the analysis of the "Internet + Cultural and Creative" Competition that liberal arts competitions can significantly improve students' creative transformation ability; Li (2023) took the journalism and communication major as an example to construct a trinity talent cultivation model of "competition-practice-entrepreneurship" for liberal arts. For Chinese language and literature majors, Zhang (2022) discussed the construction and practice of the disciplinary competition system, emphasizing the promoting effect of competitions on students' humanistic literacy and innovative ability. However, existing research lacks a systematic discussion on the integration mechanism

of competitions and innovation and entrepreneurship for Chinese language and literature majors, especially the theoretical analysis of the particularity of liberal arts competitions.

### **1.3 Research Methods**

This paper adopts the literature research method to systematically comb through relevant academic achievements at home and abroad, takes the Chinese language and literature major as the research object, and discusses the promoting effect of professional disciplinary competitions on college students' innovation and entrepreneurship. The research content includes: the importance of disciplinary competitions for the development of Chinese majors, the influence mechanism of competitions on innovation and entrepreneurship, the problems existing in the current competition development, and the implementation strategies to promote innovation and entrepreneurship. The research integrates the theoretical viewpoints and practical cases in the existing literature to provide theoretical support for the deep integration of liberal arts disciplinary competitions and innovation and entrepreneurship education.

## **2. The Importance of Disciplinary Competitions for Chinese Language and Literature Majors to College Students' Development**

### **2.1 A Practical Platform for Improving Professional Literacy**

The Chinese language and literature major involves many courses such as Chinese ancient literature, modern Chinese, and literary theory. Disciplinary competitions promote

students to integrate fragmented knowledge through project-based learning (Yue et al., 2024). For example, the "National College Students' Classical Poetry Creation Competition" requires participating teams to complete the whole process of creation from theme conception, metrical scrutiny to artistic conception construction. Students need to comprehensively apply the knowledge of ancient literature, aesthetics, linguistics, and other courses to build a systematic professional knowledge system in solving practical creation problems. Existing studies have shown that competition participation can help students establish the logical connection between literary knowledge and practical application, and deepen the understanding of the laws of the Chinese language (Wang, 2022).

### **2.2 An Effective Way to Cultivate Practical Abilities**

The practical ability requirements for Chinese language and literature majors cover many aspects such as creative writing, new media operation, and cultural activity planning. Disciplinary competitions provide students with real combat opportunities through simulated cultural and creative scenarios (Kong et al., 2024). The "National College Students' New Media Content Creation Competition" requires teams to complete content planning and operation on platforms such as WeChat and Douyin, training students' practical skills such as topic selection planning, copywriting, and data analysis; the "Traditional Culture Innovation Communication Competition" improves students' activity planning and execution ability through simulating cultural

project promotion scenarios. Literature analysis shows that the practical training in competitions can significantly improve students' cross-media narrative ability and make up for the deficiency of practice in traditional liberal arts education (Liu, 2023).

### **2.3 An Important Carrier for Stimulating Innovative Thinking**

In the context of digital culture, innovative talents in Chinese language and literature need to have the ability of cross-media narration and cultural IP development. The open propositions in disciplinary competitions provide innovative space for students (Xue & Mun, 2023). The "National College Students' Literary Creative Industry Competition" encourages teams to design new cultural products based on classic literary works, promoting students to combine literary narration with digital technology. The relevant research of the Teaching Steering Committee for Chinese Majors in colleges of the Ministry of Education points out that students who have participated in disciplinary competitions show stronger cultural transformation ability in innovation and entrepreneurship projects and can put forward more innovative IP development plans.

### **2.4 A Key Link in Cultivating Professional Literacy**

The cultural and creative industry requires practitioners to have professional qualities such as creative expression, teamwork, and stress resistance. The high-intensity preparation process and cross-school team mode of disciplinary competitions can effectively improve students'

comprehensive qualities (Chen, 2023). Competition activities such as the "Cross-strait College Students' Chinese Creativity Competition" attract students from different regions to jointly discuss the innovative application of Chinese language and culture, broadening students' cultural vision. Enterprise survey data show that Chinese majors with competition experience are more recognized by employers in terms of professional literacy and have stronger creative expression ability and teamwork ability (Jing, 2023).

## **3. Influencing Factors of Professional Disciplinary Competitions on College Students' Innovation and Entrepreneurship**

### **3.1 Awakening and Strengthening of Entrepreneurial Awareness**

Disciplinary competitions effectively awaken students' entrepreneurial willingness by displaying successful cases of cultural creativity and providing entrepreneurial practice opportunities (Wang, 2024). In the "National College Cultural and Creative Product Design Competition", excellent participating projects can be directly connected to cultural and creative industry parks. This "competition-incubation" mechanism allows students to intuitively feel the possibility of cultural entrepreneurship. Relevant studies have shown that the entrepreneurial willingness of students who have participated in professional disciplinary competitions is significantly higher than that of non-participants. The creative landing experience and resource docking opportunities in competitions can enhance students' entrepreneurial

confidence (Gou, 2024).

### **3.2 Shaping and Improving of Entrepreneurial Skills**

Skills required for innovation and entrepreneurship, such as creative planning, content operation, and project management, can be systematically trained in competitions (Shi et al., 2025). Taking the "Challenge Cup" National College Students' Extracurricular Academic Science and Technology Works Competition as an example, the participating teams of Chinese language and literature majors need to complete the whole process from topic selection, research to achievement transformation, which is highly consistent with the development process of cultural entrepreneurship projects. Literature analysis shows that the cultural entrepreneurship projects transformed by competition teams perform better in the integrity and creativity feasibility of business plans, and the entrepreneurial skills of core members are comprehensively improved through competitions (Zhang & Wang, 2023).

### **3.3 Docking and Integration of Entrepreneurial Resources**

Disciplinary competitions often bring together multiple resources such as colleges, cultural enterprises, and investment institutions, providing docking channels for students' entrepreneurship (Sumi & Suzuki, 2024). The Chinese language and literature track of the "China International 'Internet + Cultural and Creative' College Students' Innovation and Entrepreneurship Competition" has set up a special school-enterprise cooperation project, and excellent projects can obtain guidance and

incubation support from cultural enterprise tutors; some colleges' Chinese major competitions have also established a "competition alumni resource database" to provide new teams with entrepreneurial experience sharing and resource docking. Existing studies have pointed out that the proportion of entrepreneurial projects in Chinese language and literature majors that obtain angel investment through competitions is higher than the average level of liberal arts majors, and competitions have become an important link connecting cultural entrepreneurship resources (Liu & Wang, 2023).

### **3.4 Cognition and Coping with Entrepreneurial Risks**

The simulated entrepreneurship links in disciplinary competitions can help students recognize cultural entrepreneurship risks in advance (Konak et al., 2025). In the "Cultural and Creative Industry Simulation Operation Competition", teams need to deal with simulated challenges such as market demand changes and intellectual property disputes, improving students' risk prediction and response capabilities. Case studies have shown that students with competition experience pay more attention to copyright protection and content compliance in actual entrepreneurship and can use the experience accumulated in competitions to deal with the uncertainties of the cultural market (Simon & Chua, 2022).

## **4. Problems in the Development of Disciplinary Competitions for Chinese Language and Literature Majors**

### **4.1 Inadequate Integrity of the Competition System**

The current disciplinary competitions for Chinese language and literature majors have the phenomenon of "emphasizing tradition over innovation". The types of competitions are mostly concentrated in the field of traditional literary creation (such as poetry writing and prose creation), while the coverage of emerging fields such as digital cultural creativity and cross-media narration is insufficient (Jiang & Zhang, 2024). Studies have shown that among the competitions offered by Chinese majors in national colleges, those involving traditional literary creation account for more than 70%, while those related to digital cultural creativity account for less than 20%. The competition system is disconnected from the development needs of the cultural industry digitization. In addition, the competition hierarchy connection mechanism is imperfect, and the training objectives of school-level, provincial-level, and national-level competitions lack progression, making it difficult to form a continuous innovation ability training chain (He & Li, 2024).

#### **4.2 The Depth of School-Enterprise Collaboration Needs to be Improved**

Although most competitions emphasize enterprise participation, the actual cooperation still stays at a superficial level. Cultural enterprise judges mostly participate in the final review and rarely intervene in the competition proposition design and process guidance. Some school-enterprise cooperation competitions have a "nominative" tendency (Xiong et al., 2023). Literature

analysis points out that this cooperation model leads to a deviation between the competition results and the actual needs of the cultural market, and students find it difficult to obtain real industry insights. The insufficient school-enterprise collaboration limits the training effect of competitions on students' entrepreneurial thinking and market sensitivity, resulting in weak commercial transformation ability of competition works (Zhang & Zhou, 2021).

#### **4.3 The Mechanism for Transforming Achievements is Not Sound**

The proportion of competition achievements transformed into entrepreneurial projects is low, mainly due to: first, the lack of professional cultural and creative incubation guidance. Most existing liberal arts incubation platforms in colleges learn from the science and engineering model and do not design incubation processes for the light asset characteristics of cultural and creative projects; second, the unclear attribution of intellectual property rights. The copyright of some competition works belongs to the school or the organizer, which inhibits students' enthusiasm for transformation; third, the lack of follow-up financial support. Competition awards are mostly honorary certificates, and there is a lack of continuous funding for cultural micro-entrepreneurship (Ren et al., 2025). According to relevant studies and statistics, among the award-winning projects of Chinese language and literature majors, the proportion of successfully registered cultural and creative companies is less than 10%,



which is far lower than the transformation level of science and engineering competitions (Wang & Zhang, 2022).

#### **4.4 The Balance of Student Participation Needs to be Improved**

There is an obvious "Matthew effect" in competition participation. Key universities and comprehensive universities occupy a dominant position in competitions by virtue of their resource advantages, and the participation rate of students in local universities is low (Xu & Liu, 2024). Literature research found that teachers of Chinese majors in local universities generally reflect that "the threshold for participating in national competitions is high, and the cost of purchasing digital cultural and creative simulation platforms exceeds the school's financial capacity". In addition, there is a grade imbalance in competition participation. The participation rate of junior students is much higher than that of freshmen, reflecting the insufficient innovation thinking enlightenment and competition guidance for lower-grade students, and a competition participation mechanism throughout the undergraduate training cycle has not yet been formed (Chen & Li, 2023).

### **5. Enlightenment on Promoting College Students' Innovation and Entrepreneurship through Disciplinary Competitions**

#### **5.1 Constructing a Dynamic Competition System to Docking with the Needs of Cultural Industries**

colleges should dynamically adjust the competition system according to the development trend of cultural industry digitization. First, expand the types of

competitions. Increase competitions in emerging fields such as digital cultural creativity, cross-media narration, and cultural IP development, such as the "Metaverse Cultural and Creative Competition" and the "Chinese Language Intelligent Interaction Innovation Competition", and promote the integration of competition content with new technologies such as NFT and virtual reality. Second, improve the hierarchy design: establish a four-level system of "course competition-school-level competition-provincial-level competition-national-level competition", and clarify the training objectives of competitions at all levels - course competitions focus on single skill training, school-level competitions emphasize interdisciplinary integration, and provincial-level above competitions focus on industry docking. Third, integrate cutting-edge technologies: introduce AI-assisted creation, data visualization, and other tools in competitions, such as requiring teams to use natural language processing technology for text analysis, to improve the technical content and market adaptability of competition works.

#### **5.2 Deepening the School-Enterprise Collaboration Mechanism to Enhance the Effectiveness of Competition Education**

Strengthening the in-depth cooperation between colleges and cultural enterprises can start from three aspects. First, co-construct a competition platform. Invite cultural enterprises to participate in the design of competition propositions and set competition topics

oriented to real market needs, such as "Old Brand Youthful Communication Plan Design" and other topics close to industrial practice. Second, introduce a dual tutor system: each participating team is equipped with a university professional tutor and a cultural enterprise practice tutor, and the enterprise tutor participates in the whole process of competition guidance to provide market insights and resource docking. Third, establish a resource sharing database: schools and enterprises co-construct a cultural and creative case database, enterprise tutor database, and entrepreneurial resource database, transform the real project cases of enterprises into competition training materials, and provide students with continuous industrial resource support.

### **5.3 Improving the Achievement Transformation Mechanism and Unblocking the Cultural and Creative Incubation Chain**

Improve the support system for the transformation of competition achievements. First, establish a special incubation fund. Schools, together with local governments and cultural enterprises, establish a cultural and creative competition achievement transformation fund to provide graded support such as seed funds and angel investments for competition projects at different stages. Second, clarify the attribution of intellectual property rights: formulate a copyright distribution method for competition works, allow student teams to retain the main intellectual property rights, and schools and organizers can obtain non-exclusive use rights through agreements to

stimulate students' enthusiasm for transformation. Third, build a liberal arts characteristic incubation model: integrate in-school cultural and creative incubation bases, off-campus cultural and creative industry parks, and other resources, and provide professional incubation services such as content planning and IP operation for cultural projects with light assets and heavy creativity, which is different from the technical transformation model of science and engineering.

### **5.4 Optimizing the Competition Participation Mechanism to Promote Fair and Inclusive Education**

Guarantee the competition participation rights of students at different levels. First, reduce the threshold for participation. Develop low-cost or open-source digital cultural and creative competition simulation platforms, such as cross-media narrative creation systems based on free open-source software, to reduce the participation cost of local universities. Second, strengthen the guidance for lower-grade students: incorporate the basic knowledge of competitions and innovative thinking training into the introduction courses for freshmen, and stimulate students' participation interest in advance through forms such as "creative workshops" and "competition enlightenment lectures". Third, establish an inter-school assistance mechanism: key universities and local universities establish competition assistance pairs, share training resources, preparation experience, and creative incubation channels, and realize cross-school team participation through online collaboration platforms to balance the



allocation of educational resources.

## **6. Conclusion**

As an important innovative carrier of innovation and entrepreneurship education for Chinese language and literature majors, professional disciplinary competitions play an irreplaceable role in improving professional literacy, cultivating practical abilities, and stimulating innovative thinking. At present, although disciplinary competitions still face problems such as imperfect systems and insufficient collaboration in promoting college students' innovation and entrepreneurship, measures such as constructing dynamic competition systems, deepening school-enterprise

cooperation, and improving transformation mechanisms can further release the educational value of liberal arts competitions. In the future, colleges should deeply integrate disciplinary competitions with professional education and innovation and entrepreneurship education, form a new liberal arts education ecology that promotes learning and innovation through competitions, provide strong support for cultivating high-quality Chinese language and literature professionals with humanistic heritage and innovative capabilities, and promote the innovative development of liberal arts education in the era of creative economy.

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