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Exploration of the Innovative Integration Model of Applied Teaching and Learning

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ABSTRACT
This article starts from practice and explores the importance of innovation and entrepreneurship education in university professional courses. It elaborates on the exploration of some innovative integration models, lists some problems encountered in practice, and provides some suggestions.

KEYWORDS
Innovation and entrepreneurship education; Applied talent cultivation; Teaching

Since the beginning of innovation and entrepreneurship education in universities, there has not yet formed an independent entrepreneurial system or a universal teach- ing model in China. In the initial stage, it relied more on business schools or innovation and entrepreneurship competitions. However, with the development of innovation and entrepreneurship education, scholars have gradually started to ponder the issues of innovation and entrepreneurship education and explore its models. From the initial exploration by individual schools to the guidance of the Ministry of Education in 2015, "starting from 2016, all universities should set up innovation and entrepreneurship education courses, offering compulsory and elective courses to all students, and including them in credit management." Major universities have been promoting the organic integration of professional education and innovation and entrepreneurship education, offering entrepreneurship guidance courses and incorporating them into the credit system. They have also accelerated the construction of high-quality courses in innovation and entrepreneurship education, launching MOOCs, video open courses, and other online open courses.

The research status abroad: the United Nations' research on innovation and entrepreneurship education. In 1989, the United Nations formally proposed the concept of "entrepreneurship education" by introducing the "third education passport." In 1998 and 1999, at the World Conference on Higher Education organized by UNESCO, it explicitly stated that developing students' entrepreneurial skills should become a major concern of higher education and emphasized the cultivation of students' entrepreneurial abilities. Research on innovation and entrepreneurship education in other countries. In the United States, entrepreneurship education has formed a scientifically standardized curriculum system and has become a compulsory course in various universities. Books related to entrepreneurship education, such as Jeffrey Timmons' "New Venture Creation," have been introduced to many countries and used as typical textbooks for entrepreneurship education.

I The Importance of Innovation and Entrepreneurship Education in University Language Courses

1.1 Enhancing students' innovation awareness and entrepreneurial abilities

Integrating innovation and entrepreneurship education into language courses can help students develop innovative thinking and unleash their entrepreneurial potential. By studying the cultural backgrounds and business logic of different languages, students can cultivate unique perspectives and entrepreneurial abilities, better equipping them to tackle future challenges.

1.2 Cultivating versatile language professionals who meet societal demands

With the rapid development of the global economy and the increasing frequency of international trade, there is an explosive demand for versatile language professionals. By integrating innovation and entrepreneurship education into language courses, we can cultivate professionals who possess both language skills and innovative thinking and entrepreneurial abilities, better adapting to the needs of societal development.

1.3 Enhancing the vitality and attractiveness of university language course instruction

Traditional language courses often focus on teaching foundational knowledge such as grammar and vocabulary, while neglecting the cultivation of practical application and innovation abilities. By introducing innovation and entrepreneurship education, we can enrich course content, enhance the practicality and interest of the courses, and increase students' interest and engagement in language courses. This not only enhances the vitality of instruction but also provides students with more opportunities for future career development.

2 Exploration of Integrating Innovation and Entrepreneurship Education into Professional Course Teaching

2.1 Revise the teaching syllabus and course content to incorporate elements of innovation and entrepreneurship education

In order to better integrate innovation and entrepreneurship education into university language courses, it is necessary to comprehensively revise the teaching syllabus and course content. While ensuring the transmission of language foundation knowledge, incorporate content related to innovation and entrepreneurship, such as business case analysis and innovative thinking training. This can not only help students master language knowledge but also cultivate their innovation awareness and entrepreneurial abilities.

2.2 Utilize innovative teaching methods to cultivate students' innovative thinking and entrepreneurial abilities

To cultivate students' innovative thinking and entrepreneurial abilities, teachers should actively use heuristic and discussion-based teaching methods. By guiding students to think actively, discover problems, and seek solutions, students' innovation awareness and independent thinking abilities can be developed. In addition, teachers can also use various forms of teaching activities such as role-playing and simulated entrepreneurship to enhance students' entrepreneurial abilities in a simulated real business environment.

2.3 Strengthen practical teaching components to enhance students' practical skills and innovation and entrepreneurship abilities

Practical teaching is an important component for cultivating students' practical skills and innovation and entrepreneurship abilities. For example, increase the proportion of practical teaching in language courses by providing students with real business environments and entrepreneurship opportunities through school-enterprise cooperation, internships, and practical training. Through practical experiences, students can be exposed to knowledge in areas such as operational management and market development, thereby enhancing their innovation and entrepreneurship skills. Additionally, establishing entrepreneurship incubators, maker spaces, and other platforms can encourage students to apply their knowledge to actual entrepreneurial projects, enhancing their practical abilities in innovation and entrepreneurship.

3 Problems Encountered in the Exploration of Integrating Innovation and Entrepreneurship Education into Professional Course Teaching

3.1 Organic integration of innovation and entrepreneurship elements, deepening the integration of teaching process elements

There are many elements in the teaching process. Considering whether the elements are tangible entities, the teaching process includes four basic elements: teachers, students, teaching content, and teaching methods and means. Teachers represent the "teaching" aspect and should play the role of traditional "imparting knowledge, teaching skills, and clarifying doubts." They play a "leading role" in the teaching process, guiding the direction of teaching, carrying the purpose and norms of teaching activities. Establishing an effective "dual-teacher" teaching team is the foundation of integrating innovation and entrepreneurship into professional courses. Students represent the "learning" aspect. Learning by students is fundamentally different from the production of products or the training of animals. Students have autonomy, thoughts, emotions, interests, and aspirations.

3.2 There are still some prominent issues in the aspects of innovation and entrepreneurship among college students.

(1) Market demand and product positioning: College students may face challenges in understanding market demand and product positioning during the entrepreneurial process. They need to conduct market research to understand the needs of target users and the situation of competitors. For example, a college student wants to start an online language learning platform for Italian learners, but they need to determine the target users, teaching content, and pricing strategy to meet market demand and differentiate from competitors.

(2) Financing and resource acquisition: Entrepreneurship often requires a certain amount of funding and resources, but college students may face difficulties in financing and limited resources. They can seek funding through investors, bank loans, entrepreneurship competition prizes, etc. Taking the establishment of an Italian language learning social platform as an example, they can participate in entrepreneurship competitions to strive for financial and resource support.

(3) Team collaboration and management: Entrepreneurship often requires collaboration with others, but college students may face challenges in choosing partners and team management. They need to find partners with the same vision and skills and establish effective team collaboration mechanisms. Some students drop out of project teams due to academic reasons or interpersonal relationships.

4 Recommendations

4.1 Establish an effective team of teachers with expertise in innovation and entrepreneurship

Train the teaching staff: Provide teachers with professional training and development opportunities in innovation and entrepreneurship education to enhance their knowledge and skills in this area. Encourage teachers to participate in innovation and entrepreneurship projects and practices to enhance their practical experience. Establish a mentorship system: Provide students with professional mentors who can be teachers, industry mentors, or entrepreneurs. These mentors will guide students in their innovation and entrepreneurship projects and provide them with practical experience and industry insights. Promote the integration of academia and practice: Encourage teachers to participate in real-world innovation and entrepreneurship projects and incorporate their experiences and achievements into teaching. For example, teachers can share the problems and solutions they encountered in the entrepreneurial process and their experiences in collaborating with businesses.

4.2 Optimize the integration of specialized and entrepreneurial courses

Practical orientation: Combine course content with real innovation and entrepreneurship projects, allowing students to directly apply their learned knowledge to solve practical problems. For example, include practical skills such as market research, business plan writing, and project management in the curriculum. Interdisciplinary integration: Offer interdisciplinary courses that integrate knowledge and skills from different disciplines. For example, form teams consisting of Italian language majors and students from engineering or design majors to collaborate on innovation and entrepreneurship projects.

In conclusion, integrating elements of innovation and entrepreneurship into college foreign language courses requires multiple efforts and explorations. By adjusting teaching content, innovating teaching methods, providing practical opportunities, and cultivating innovative thinking, it is possible to effectively enhance students' awareness and abilities in innovation and entrepreneurship.

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