

# Research on Teaching Function of Three-creativity Integration Curriculum System

Ren You

Jiangnan University, Wuhan 430013, China

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**Abstract:** The three-creativity integrated curriculum system teaching is a new teaching mode, aiming at cultivating students' innovative thinking, entrepreneurial spirit and innovative skills. At present, higher education gradually carries out three-creativity teaching, although it has obtained certain results, so that students' innovative thinking, spirit and professional quality continue to improve, laying the foundation for the future. However, due to the lack of experience in the teaching of the "Three-creativity integration" curriculum system, the curriculum design is not perfect, and the teachers' insufficient cognition of the teaching of the "Three-creativity integration" curriculum system and the teaching methods are not reasonable enough, which then affects the teaching effect of the "Three-creativity integration" curriculum system. Therefore, this paper will discuss the concept, characteristics and implementation strategies of the three-creativity integrated curriculum system teaching, aiming to provide some feasible teaching programs and ideas for educators and promote the development of higher education.

**Keywords:** Three-creativity integration, Curriculum system, Teaching.

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## 1. Introduction

Under the current economic situation, innovation and entrepreneurship have become an important direction of personnel training, so colleges and universities need to pay attention to training high-quality applied talents with the spirit and ability of "three innovations". In other words, innovative thinking, innovative skills and entrepreneurial spirit are the keys to students' success in employment and career. At present, universities have widely carried out "three innovation" education and teaching. Although innovative courses have been created, students can cultivate the "three creativity" ability in a real environment and test the results in a real social environment. However, due to the lack of experience in the teaching of the "three creativity" integrated curriculum system and the lack of comprehensive curriculum design, the effect of the "three creativity" teaching is affected. Therefore, the school needs to take the premise that students can cultivate the "three creativity" ability in the real environment and test the training results in the real social environment, to ensure the actual effect of the course, and guide students to truly use innovative thinking and creative entrepreneurship and employment.

## 2. Concept and Characteristics of the "Three Creative Integration" Curriculum System Teaching

The three-creativity integrated curriculum system is a comprehensive teaching mode, which aims to cultivate students' innovative thinking, innovative skills and entrepreneurial spirit, and improve their competitiveness and career development prospects. The teaching model integrates the teaching content in the three fields of innovation, entrepreneurship and creativity to form a complete curriculum system. It has the following characteristics. First, interdisciplinary teaching. The three creative integration curriculum system covers many subject areas, such as marketing, investment management, creative design and so on. Through interdisciplinary teaching, students can form

diversified thinking and perspectives in their studies, and better understand and apply knowledge. Second, project-oriented. The teaching of the Three Creative integration curriculum system is project-oriented, and through the process of practical projects, students can have an in-depth understanding of innovation, entrepreneurship and creativity in practice. This teaching method can cultivate students' ability of project management and innovation management, so that they can learn knowledge and master skills in practice. Third, it is practical. The teaching of the three creative integration curriculum system focuses on practical teaching. Through the process of practical projects, students can have an in-depth understanding of innovation, entrepreneurship and creativity in practice, and improve their innovation and practical ability. Students can learn knowledge and master skills in practice, as well as better understand and apply what they have learned. Fourth, diversified teaching methods. The three creative integration curriculum system adopts a variety of teaching methods, such as case explanation, discussion class, practical operation, etc., in order to meet the different learning needs and interests of students. This teaching method can stimulate students' enthusiasm for learning and improve their learning results. Fifth, the combination of production, learning and research. The teaching of the three creative integration curriculum system focuses on the combination of production, learning and research, so that students can cooperate with enterprises, organizations and research institutions in practice, and further improve their innovation and practical ability. By cooperating with enterprises, organizations and research institutions in practice, students can understand the actual business operation mode, master work skills and improve their competitiveness.

## 3. Problems Existing in The Teaching of The Three Creative Integration Curriculum System

At present, colleges and universities widely carry out the three-creativity integration course teaching and increase the proportion of this course, but the teaching effect of the three-

creativity course is not good, which affects the cultivation of students' "three-creativity" ability. In fact, some teachers in colleges and universities do not have a clear understanding of the goal of "triple creativity" course, and do not have a deep understanding of the connotation and significance of "triple creativity" education. As a result, they are unable to accurately grasp the key and difficult points of the "three creative" course in the teaching process, and they are unable to pass on the correct values and ways of thinking to students. In addition, the "three creativity" courses set by some schools lack pertinence, and most of the courses are general basic courses, such as "Foundation of Entrepreneurship", "Innovation Awareness and Methods", "Innovation and Entrepreneurship Theory", etc. These courses only serve as the introductory knowledge of innovation, entrepreneurship and creation, which cannot meet the diversified needs of students at different stages. At the same time, these courses are not very targeted, facing different levels of student groups have not been stratified education, which means that students can not choose courses according to their own interests and abilities, but passively participate in. In addition, the lack of progressive curriculum, when learning "three creative" courses, students simply understand the content of the course, but do not deeply understand and learn the essence of the course knowledge, thus lack of innovation, entrepreneurship and creativity. In addition, the three-creativity courses offered by many colleges and universities rarely integrate with professional courses. Some professional teachers even think that the infiltration of three-creativity teaching integration in professional teaching will waste classroom teaching time and affect students' professional learning, which leads to the lack of close connection between "three-creativity" education and professional curriculum, which makes "three-creativity" education and professional curriculum decoupling. They fail to recognize the importance[1] of mutual promotion between professional education and innovation, creation and entrepreneurship education.

Entrepreneurship is an obvious theme of The Times, may wish to look back at our domestic entrepreneurship education, the general development of what stage.

Teach entrepreneurship with entrepreneurship. In the joint efforts of teachers and the interaction of teaching and research, the understanding of the inherent law of entrepreneurship has been enriched. Teaching entrepreneurship with entrepreneurship instead of the management theory suitable for the management practice of large enterprises in the industrial age is a major change and an important stage, which is inseparable from everyone's research and a lot of practical exploration of entrepreneurial activities.

Entrepreneurship class. At the end of the last century, many schools held entrepreneurship classes or bootcamps, forming a wave, with some exploration to see if entrepreneurship could take place on campus. Such a very targeted entrepreneurial education and teaching exploration, better accumulated some teaching experience, and then in the public and ordinary people to carry out the so-called general entrepreneurial education, there is a better foundation.

Cognitive training of entrepreneurial thinking. We hope that entrepreneurship, especially high-quality entrepreneurship, can take place. We need to create the soil and strengthen the driving force. Universities attach great importance to the education of entrepreneurial thinking and cognition, and have achieved good results.

On the basis of such exploration around entrepreneurship,

we have also enhanced our confidence, have a stronger knowledge system and rich teaching materials, developed a large number of cases, and promoted integration. The first is specialized innovation and integration, which combines entrepreneurship and profession together. The second is the integration of ideology and politics. The core of entrepreneurship is innovation and social responsibility, both of which are undoubtedly highly consistent with the connotation of excellent entrepreneurship. One effort that I particularly like is the integration of entrepreneurship and scientist spirit. Entrepreneurship education from student work to business school and beyond is progress. Along the way, much of it is driven by competitive learning.

## **4. The Effective Teaching Measures of The Three Creative Integration Curriculum System**

### **4.1. Clarify the goals of the three-creativity integration course**

It is very important for higher vocational colleges to make clear the target of "three creative integration" curriculum. When formulating the curriculum objectives, it should be consistent with the training objectives of "three innovation" talents, pay attention to the training of skills application, improve the ability of innovation and entrepreneurship, and cultivate high-quality application-oriented talents to cope with the needs of the society under the new business mode. Clear objectives can help schools to formulate more specific teaching plans and tasks, and pay attention to the importance of practical teaching and the assessment of practical effects. Teaching plans and tasks should be based on students' actual needs and practical problems, and focus on improving students' application level and practical ability. Through practical teaching, we can achieve the goal of cultivating real applied and technical talents, realize the organic combination of "three creative" education and professional education, and provide more opportunities and possibilities[2] for students' future development.

### **4.2. Focus on the pertinence and professionalism of the curriculum**

In order to solve the problem of the lack of pertinence and professionalism in the curriculum setting of "three creative" education, universities should take measures to establish a targeted teaching system. According to the needs and interests of different student groups, colleges and universities should set up multi-level education "three creative" courses, set up "three creative" compulsory and elective courses according to students' own conditions, carry out teaching according to students' different needs, and provide sufficient support for students' personalized needs and abilities. In addition, in the curriculum setting, the integration of "three creativity" education and professional courses should be taken into account, the core ideas of innovation, entrepreneurship and creativity should be infiltrated into specific professional courses, and general education and professional education should be combined, so that students will pay more attention to innovation, entrepreneurship and creativity education while professional education. In addition, in teaching practice, it is necessary to improve the professionalism and ability of teachers, cultivate the awareness and professional quality of teachers, promote the role transformation of teachers in the

"three creative" education, expand the teaching ideas and methods of teachers, build an excellent team of teachers, and improve the teaching quality and effect. Focusing on the pertinence and professionalism of curriculum setting is an important strategy to solve the problems in the curriculum setting of "three creative" education

### **4.3. Actively set up "three creative" practice activities**

It is an important way for colleges and universities to realize the educational goal of "three innovations" to actively set up practical activities. First of all, colleges and universities can combine the "three creative" practice activities with classroom teaching, so that the curriculum knowledge is closely combined with practical operation and reflects the application. Teachers can arrange students to carry out practical activities in laboratories, studios and other places, so that students can participate in the actual process of innovation, creation and entrepreneurship, and cultivate students into comprehensive talents with excellent innovation and creation abilities as well as practical application abilities. Secondly, colleges and universities can promote the implementation of "three creative" practice activities through "three creative" week activities, "maker" Spaces, and innovation and entrepreneurship experience camps. During the week, universities can arrange creative exhibitions, entrepreneurial salons and other activities to inspire students' innovative thinking, and invite relevant successful entrepreneurs to share and exchange ideas with students. In the makerspace, the university can provide students with a free and open place for creative and creative experiments by providing resources sharing and technology research and development services. And the experience camp is to build a platform for "three creative" practical activities through cooperation with social organizations and enterprises, providing students with a practical test place for innovation, creation and entrepreneurship. Finally, colleges and universities should set up "three innovation" practice courses to better integrate concrete practical activities into students' daily curriculum. The curriculum should be closely linked with the current requirements and the needs of the development trend, so as to promote the in-depth development of "three creativity" education and practical education. At the same time, we should pay attention to the quality of practical teaching and the assessment of achievements, include students' practical achievements in academic performance statistics, and give timely results display and incentive measures to promote students' "three creative" education[3] by means of realization.

## **5. Discussion on the Teaching Function of the "Three Creative Integration" Curriculum System**

First, crossover. In the past, I thought it was strange to see that enterprises are the main bodies of innovation. What are universities and research institutes doing? Now I think this is more and more reasonable. Innovation is different from invention, and the difference between invention -- innovation -- entrepreneurship is an important theme in entrepreneurship education and research. In fact, it is not independent, but more like a spectrum. For example, the left side is science, the right side is the market is the user, this process is a chain, which is more specific can be identified in the chain, science and

technology are separated, even engineering, technology, science are also separated, innovation can also be divided into micro innovation, improved innovation, breakthrough entrepreneurship, etc., very inspiring.

In such a continuum, we lay emphasis on the introduction of digestion, absorption and re-innovation, especially absorption and re-innovation, which is the application side. And now, whether it's because of passive technology, or active solutions to human problems, I think we're starting to move to the scientific side. Innovation and entrepreneurship based on science are more worthy of expectation. In his famous book *Innovation and Entrepreneurship*, Drucker states seven sources of innovation opportunities, and he describes new knowledge as the last source, which is particularly interesting. He said that knowledge-based innovation is the superstar of entrepreneurship, which can either become a household name or gain wealth, fame and fortune. But knowledge-based innovation has a very long time horizon, and there is a long time between the emergence of new knowledge and the time when it becomes an applied technology. In this respect, we can feel that, just as we say that algorithms, then applications, then artificial intelligence, and even ChatGPT, etc., are changing from science, knowledge, technology, and engineering to products, and even bring about new industries and new organizational patterns. This is particularly reasonable. Of course, the process will take time, Drucker said it will take 25 to 35 years, and now it may be shorter. In addition, Drucker emphasized that the innovation of such new knowledge must be the integration of multiple kinds of knowledge, and it is hardly a single knowledge. If these two things are combined, what does scientific innovation have to bring about? One is a question of translation, not direct application; The other is the need for multi-knowledge, multi-disciplinary crossover and integration.

In terms of crossover, it is easy to say, but very difficult to do, especially when it comes to collaboration among teachers. The appraisal system discourages collaborative publishing. The crossover between students is much easier than the crossover between teachers. There are not so many things to evaluate. In fact, entrepreneurship classes and training camps can be continued and reformed to promote the crossover, instead of conducting experimental classes for top talents. This still reflects stronger professionalism, which is based on the professional training of students with high IQ.

The second is value creation. Entrepreneurship is inseparable from entrepreneurial opportunities. The identification of entrepreneurial opportunities is a process. Although many people say that entrepreneurial opportunities are discovered by chance, accidental discovery also has its process. I try to break down the process: business opportunities -- ideas -- business concepts -- tests -- business models -- entrepreneurial plans. In this process, I particularly recommend that you pay attention to the Business concept. What is a business concept? Is to solve the problem, come up with a product or service to solve the problem, come up with a specific solution, the school organizes student innovation and entrepreneurship competition, hoping to come up with a specific solution, form a product or service, show it, let everyone watch, itself is a good way to stimulate creativity. This link should be really dry.

Entrepreneurship education should provide tools and methods for value creation. Around the growing number of tools that can reflect the nature of entrepreneurship, such as

rapid iteration based on minimum viable product (MVP), low-cost trial and error, rapid trial and error, etc., practical tools and methods are constantly being developed in the thoughtful fields of lean entrepreneurship, design thinking, and empathy. I propose that we work together to design and develop a set of innovative entrepreneurship courses that reflect the characteristics of The Times, not just a series of courses, such as venture financing, entrepreneurial leadership, but around these tools, and around the themes and functions of cross-cutting and value creation.

## 6. Conclusion

With the emphasis of national policies on innovation and entrepreneurship and the needs of economic and social development, colleges and universities need more and more to train high-quality skilled talents with innovation and entrepreneurship ability. Therefore, colleges and universities need to combine the actual situation, actively explore the teaching mode and method of the three-innovation integrated curriculum system, tap the potential of students and cultivate the ability of innovation and entrepreneurship, promote the

combination of college education and social needs, and cultivate the "three-innovation" talents in line with the requirements of The Times.

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