

# Research on the Integration of "Three-Going-Down to the Countryside" Social Practice and Innovative and Entrepreneurial Course Practical Teaching

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## Abstract

**"Mass Entrepreneurship and Innovation" as a new engine to promote China's economic development and high-quality development of higher education. This article targets issues such as the rigid teaching system of traditional innovative and entrepreneurial courses, low student participation, and blocked teaching information. It builds a task-oriented teaching model that combines practice and theory, leveraging the advantages of "Three-Going-Down to the Countryside" social practice. Based on this, it establishes an evaluation mechanism to comprehensively control the quality construction of innovative and entrepreneurial courses. This provides a theoretical foundation for colleges and universities to carry out the practice of innovative and entrepreneurial courses, with the hope of better serving the cultivation of innovative and entrepreneurial talents in colleges and universities.**

## Keywords

**Three-Going -Down to the Countryside; Innovation and Entrepreneurship; Integrative Research.**

## 1. Introduction

Innovative and entrepreneurial courses are an important embodiment of the strategy of "mass entrepreneurship and innovation". They are also a crucial way to cultivate innovative talents in higher education institutions and improve the employment rate of college graduates. Since 2015, the "Internet +" innovative entrepreneurship competition has been fully launched. In December of the same year, the Ministry of Education issued a "Notice on Doing a Good Job in the Employment and Entrepreneurship of 2016 Graduates from National Regular Higher Education Institutions", proposing that from 2016, all colleges and universities should set up innovative and entrepreneurial education courses, develop innovative and entrepreneurial education compulsory and elective courses for all students, include them in credit management, and provide entrepreneurship guidance and hands-on training courses for students who wish to start a business, as well as business management and training for students who have already started entrepreneurial practices. The integration of the "Internet +" innovative entrepreneurship competition and innovative and entrepreneurial courses will contribute to the creation of a comprehensive teaching platform that encourages learning through competitions, improving traditional teaching methods and thereby effectively enhancing students' innovative and entrepreneurial abilities.

The "Outline for the Guidance of Ideological and Political Education in College Courses" clearly indicates that college and universities' innovative and entrepreneurial education courses should focus on encouraging students to be brave and innovative, and enhance their innovative spirit, consciousness, and capability through participation. However, both traditional and online teaching cannot help students obtain real data from practical research. The "Three-

Going-Down to the Countryside" summer social practice for college students has the advantages of long duration, wide participation, and mature practice modes. The key issue this article discusses is how to effectively integrate "Three-Going-Down to the Countryside" practice activities with "Innovative and Entrepreneurial" classroom teaching, and how to improve the traditional "Innovative and Entrepreneurial" teaching mode.

## **2. Analysis of the Current Status of Innovation and Entrepreneurship Course Practical Teaching**

At present, all colleges and universities are actively carrying out "Innovation and Entrepreneurship" courses, which are diverse and include but are not limited to entrepreneurship management, innovative thinking, business plan development, startup financing, market analysis, and so on. Students also have certain autonomy in course selection. Moreover, in the teaching methods, colleges and universities are adopting various innovative teaching methods, such as creating team projects, conducting enterprise visits, and planning simulation games. This indicates that universities have actively responded to the national "Innovation and Entrepreneurship" reform deployment work, integrating resources in manpower, materials, and financing to help cultivate "Double Innovation" talents.

However, due to the late start of innovation and entrepreneurship teaching and practical application in domestic universities, there is still much room for improvement in practical guidance, teacher team training, and teaching model reform for domestic innovation and entrepreneurship courses. Firstly, at the level of practical guidance, most of the courses offered by universities are directed towards lower-grade students, with most of the teaching content focusing on innovation and entrepreneurship knowledge and business plan making. The teaching content is mostly theoretical and rather singular, with few settings for practical activities such as innovation transformation, social practice, and simulation competitions. Secondly, training for teachers of innovation and entrepreneurship courses is an indispensable part of the practical teaching process. Yet, most universities have not carried out teacher training activities for students' innovation and entrepreneurship, with teachers' teaching focus still mainly on their own research fields, lacking innovation. The teacher team, without a comprehensive grasp of the specific content of "double innovation" competitions, naturally cannot provide professional guidance, and teaching activities tend to be formalistic. Thirdly, in terms of teaching models, there is still a significant gap with foreign countries: American and European universities have long offered specialized courses in innovation, entrepreneurship, and creativity cultivation, and have organically integrated innovation and entrepreneurship courses with traditional professional courses, building theoretical and practical teaching linkage platforms. By contrast, the teaching mode of innovation and entrepreneurship courses in China mostly remains in the traditional classroom, with a rather rigid teaching system.

## **3. Exploring the Practice of Innovation and Entrepreneurship Education in "Three Rural Issues" Activities**

"Three Rural Issues" activities refer to addressing the issues concerning culture, science, and health in rural areas. Since its implementation in 1997, the "Three Rural Issues" activities have adhered to the correct political standpoint, gradually maturing in terms of work models, institutional systems, and operational mechanisms, and achieving positive results in economic development, building a moderately prosperous society, and poverty alleviation. "Three Rural Issues" social practice activities are an important carrier for college students to apply their theoretical knowledge to practical activities and understand the reality of rural areas in China. The practical teaching of "double innovation" courses has always been lacking in practical

guidance and support from important practical carriers for collaborative education. Combining "Three Rural Issues" practice activities with "double innovation" courses can improve students' ability to apply theoretical knowledge. Therefore, finding the connection between the practical teaching of "innovation and entrepreneurship" and the social practice of "Three Rural Issues" can effectively integrate educational resources and create a cooperative education mechanism.

(1) "Three Rural Issues" social practice helps students improve their theoretical application ability in "double innovation" courses

"Three Rural Issues" practical activities allow the student population to delve into Chinese villages and encourage students to use their theoretical knowledge to guide practice. For example, in agricultural production bases, students need to engage in hands-on activities and personal experiences, including planting, breeding, and processing agricultural products. Through actual operations, students can enhance their ability to apply theoretical knowledge, especially for agriculture students, who can put their knowledge of biology into practice. Actual operations not only improve students' professional skills but also cultivate their hands-on capabilities and problem-solving abilities.

In addition, practical operations also help students better understand the application scenarios of theoretical knowledge. Theoretical knowledge guides practical activities, and practical activities, to some extent, promote the understanding of theoretical knowledge. Through practice, college students can significantly enhance their problem-solving abilities, and reflect on the feasibility of theoretical achievements through practical activities. For example, the innovation and entrepreneurship course provides students with relevant skills and cases for starting a business. Through the "Three Rural Issues" activities, students can witness the entire process of farmers growing crops and learn about the practical aspects of agricultural product sales. This method will help students better digest theoretical knowledge and draw inferences from the activities.

(2) "Three Rural Issues" social practice is beneficial for cultivating students' "double innovation" quality and innovative thinking

When college students participate in "Three Rural Issues" activities, they can truly feel the significance of the practice, gain an in-depth understanding of the actual situation of China's grassroots level, broaden their horizons, enhance their problem-solving abilities, learn to communicate and cooperate, and develop creativity and imagination.

Firstly, participating in "Three Rural Issues" activities allows students to experience different environments, observe different regional geographical environments, experience different regional traditional cultures, and even explore the customs of remote areas. This extensive practical experience broadens students' horizons, enabling them to think about problems more comprehensively and from multiple perspectives, laying the foundation for innovative thinking. Secondly, the focus of social practice is often on social hotspots. "Three Rural Issues" activities are mostly related to "rural revitalization", "common prosperity", "comprehensive well-being", and other content that matches national policies. Students conducting field research in rural areas can discover problems in practice and apply innovative thinking to explore solutions to these problems, enhancing their ability to solve grassroots issues. Thirdly, "Three Rural Issues" activities involve students from different regions and different disciplinary backgrounds. This not only cultivates their ability to cooperate but also enhances their cross-cultural communication abilities. Finally, when students engage in social practice in different environments, they can discover new problems and be inspired by new cultural environments. This stimulates their creativity in solving problems, proposing new ideas and methods, and helps them find unique solutions when faced with challenges.

(3) "Going to the Countryside" Social Practice Helps Students Collect "Double Creation" Competition Research Materials

The organization of "Going to the Countryside" activities provides students with the opportunity for on-site research and investigation. "Practice is the sole criterion for testing truth." Field research is the most intuitive and convenient way to obtain first-hand information, and real first-hand data is the most persuasive argumentative material. These data can be used for argumentation and project development in "Double Creation" competitions. At the same time, students can gain insight into the local market and social needs through social practice. By exploring feasible solutions through market gap research, interviewing local farmers, collecting consumer information, and more, students can develop innovative topics for the "Double Creation" competitions, using this information as the basis for their project ideas and business plans. Moreover, social practice activities can also help students get in touch with potential partners. The implementation of the "Going to the Countryside" practice activity will provide students with corresponding team leaders who can help them better participate in practice activities and guide students in innovation and entrepreneurship competitions. At the same time, the "Going to the Countryside" activity is an excellent platform for interpersonal communication, allowing students to engage with local community workers, rural residents, and outstanding entrepreneurs. These connections can provide students with partners and mentors, helping them receive support and advice during "Double Creation" competitions.

#### **4. Improving the Teaching Model of Innovation and Entrepreneurship Courses**

The traditional innovation and entrepreneurship courses suffer from issues such as rigid teaching systems, low student participation, and closed teaching information. Therefore, after carrying out practical activities, it is necessary to draw inspiration from these activities, reflect on the drawbacks of traditional innovation and entrepreneurship courses, and further improve the teaching model of these courses. When improving the teaching model, the course design should be divided into three parts: Classroom Teaching, Practical Teaching, and Competition Guidance. These three components should have different teaching forms but maintain continuity in their knowledge acquisition. For example, Practical Teaching leans more towards field teaching methods, while Classroom Teaching leans towards the traditional knowledge dissemination mode. The practical teaching and competition guidance processes should incorporate the theoretical knowledge acquired during classroom teaching.

In addition to dividing the courses, the specific teaching content should also be divided to ensure their relevance. In Classroom Teaching, the focus should be on the topics and research methods, as selecting a topic is the first step in participating in the "Double Creation" competition and the part that requires the most theoretical guidance. Teaching research methods is essential for subsequent research and has a significant impact on the success of the project. Practical Teaching should primarily consist of the "Going to the Countryside" summer practice activities and other extracurricular opportunities. As for Competition Guidance, the most popular competitions among college students, such as "Triple Creation" competition, "Internet+" competition, and College Students' Innovation and Entrepreneurship competition should be mainly considered. After completing the design of the sections and teaching content, specialized and autonomous teams should be provided, professionally assigned teachers, and giving students the right to choose their tutors. The teaching model should follow the principles of "task-guided" and "practice + theory."

##### **(1) Task-oriented teaching model**

The task-oriented teaching model represents a modern educational trend, emphasizing that course design should be based on specific tasks or projects, encouraging students to learn through practical practice and independent exploration. The essence of this approach is to combine learning with actual application, enabling students to not only master knowledge, but

also cultivate innovation and entrepreneurship capabilities during the process of solving actual problems. In traditional education, students usually passively receive information and knowledge. In the task-oriented teaching model, however, students become active constructors of knowledge and problem solvers.

In this teaching model, the role of teachers has transformed. They are no longer just knowledge transmitters, but rather learning mentors and partners. The task of teachers is not only to guide students to master knowledge, but also to teach them how to think, how to analyze problems, how to acquire information, and how to cooperate with others. This interactive teaching method cultivates students' teamwork skills, communication abilities, and problem-solving capabilities. New and innovative entrepreneurship teaching and practice is an important component of task-oriented teaching. Under this model, students are not simply listening to the teacher explaining theoretical knowledge in the classroom, but are involved in actual projects. Through practical project practice, students can transform their academic knowledge into practical skills and cultivate their problem-solving abilities.

Under a task-oriented teaching model, students are encouraged to raise questions, seek solutions to problems, and constantly adjust and improve in practice. This learning style cultivates students' innovative thinking and entrepreneurial spirit. They are no longer content with existing knowledge, and will proactively seek new knowledge and explore unknown areas. This proactive learning attitude will benefit them throughout their lifetime. In addition, the task-oriented teaching model also cultivates students' leadership abilities. In team projects, students need to work together and coordinate, and leaders need to guide the team towards a common goal. Through this collaboration, students learn how to play to their strengths within a team and how to lead a team to overcome difficulties. This leadership experience will be significant in their future careers.

In summary, the task-oriented teaching model is not just an educational method, but also the embodiment of an educational philosophy. It not only broadens students' knowledge, but also cultivates their innovation abilities, teamwork skills and leadership. This teaching model provides students with a more enriching and practical educational experience, enabling them to better prepare for future professional and social challenges.

## (2) The practical + theoretical combined teaching model

The practical + theoretical combined teaching model represents a pedagogical approach, emphasizing the integration of academic theory with practical application to create a more comprehensive and profound learning experience. The essence of this method is to interweave abstract theoretical knowledge learned in the classroom with real-world practical operations, helping students better understand, master, and apply what they have learned. In traditional teaching models, students usually learn knowledge within the framework of academic theory, and then apply it to practice. However, the practical + theoretical combined teaching method takes a more comprehensive and dynamic approach, viewing learning and practice as an interchangeable whole. The advantage of this method is that through actual operations, students can gain deep insight into the practical application of theoretical knowledge, thereby more profoundly understanding the importance and meaning of this knowledge.

For instance, integrating the "Three Rural Issues" fieldwork with classroom experiments, case studies, and corporate internships provides students with diverse learning opportunities. The "Three Rural Issues" practice allows students to experience societal and actual issues first hand. They can apply the theoretical knowledge learned in the classroom to solve problems and hence, more profoundly comprehend its practical application. Meanwhile, classroom experiments provide a conducive environment for students to conduct simulated experiments, learning theoretical knowledge and experimental skills. Case studies are designed to help students apply theoretical knowledge to complex scenarios through the research of actual cases. Lastly,

corporate internships offer students the chance to apply what they have learned in a real work environment and face genuine challenges and issues, as well as understand how an actual industry operates.

This comprehensive teaching method not only assists students in more profoundly understanding and applying theoretical knowledge, but also prepares them better to meet challenges in practice. Students cultivate problem-solving capabilities, innovative thinking, teamwork skills, and practical application skills in the process. In summary, the practical + theoretical combined teaching model provides students with a more comprehensive and profound learning experience, preparing them better for future professional and societal challenges. This method not only enriches the educational process, but also enhances students' comprehensive quality, making them humans equipped to successfully cope with various complex problems and situations.

## 5. Establishment of Evaluation Mechanisms

Creating an evaluation mechanism for innovation and entrepreneurship is one of the essential ways of ensuring the quality of curriculum teaching. However, there remain some deficiencies in current course evaluation mechanisms, such as the unidimensional evaluation method, non-comprehensive evaluation indices, and evaluation outcomes failing to reflect the actual blueprint of curriculum construction. Based on such a status quo, a diversity-inclusive evaluation model needs to be adopted, building a well-rounded evaluation mechanism to comprehensively control the quality construction of the innovation and entrepreneurship curriculum.

### (1) Questionnaire Survey

Questionnaire survey is one of the most intuitive ways to feedback on the quality of curriculum teaching. Via regular surveys, student satisfaction regarding curriculum teaching can be collected, with timely reflection on the content of the questionnaire to optimize the curriculum content. The specific contents of the questionnaire should cover key content such as the practicality of course content, the effectiveness of course teaching results, the rationality of course settings, and the frequency of course practices. It is worth noting that during the process of the questionnaire survey, the quality of questionnaire completion should be ensured and disqualified questionnaires should be screened out to ensure the authenticity of the survey. At the same time, after obtaining the feedback results of the questionnaire survey, the results should be promptly analyzed to guarantee the timeliness of feedback adjustments.

### (2) Case Analysis

The advantage of case analysis lies in understanding an individual student's course absorption status in a targeted manner and providing more detailed and personalized feedback. Case analysis can be carried out through interviews, visits, observations, collection of project reports etc., to track individual cases. This approach can better understand each student's academic performance and the progress of innovation and entrepreneurship projects, without imposing uniform requirements. The in-depth study of each student or group's actual case can provide educational institutions with more detailed and personalized feedback, help students improve their abilities in innovation and entrepreneurship, and better meet future career and societal challenges. This method emphasizes the importance of practical applications and personalized feedback, which helps improve the quality and efficacy of education.

### (3) Group Discussion and Presentation

The assessment of group discussion and presentation will focus more on the examination of students' teamwork and communication abilities and is closer to competition scenarios in innovation and entrepreneurship.

Firstly, group discussion is a critical part of assessing students' teamwork abilities. Students must research and analyze problems together, propose solutions, and reach a consensus on the best strategy. In this process, they need to learn to communicate and interact effectively, fully utilizing individual resources and capabilities, co-ordinating different viewpoints and opinions to achieve common goals. Assessors will observe and record each student's performance in group discussions, including their participation, expression capabilities, hearing capabilities, and respect and support for team members.

Secondly, group presentations are the stage for assessing students' communication and innovative abilities. In the presentation stage, each group will present their solutions to the assessors and other audiences, explaining their innovative ideas and implementation plans. This asks students to express their thoughts clearly and logically and showcase their innovative thinking and insight. Evaluators will assess students' performance based on each group's presentation content, presentation skills, and depth of understanding of the problems.

## 6. Conclusion

The practical construction of innovation and entrepreneurship courses is a long-term process that requires the participation of multiple subjects and various methods. This paper analyzes the current situation of practical teaching in innovation and entrepreneurship courses, explores the connection between practical teaching in innovation and entrepreneurship and the "Three Going-to-the-Countryside" social practice, and then improves the teaching model of innovation and entrepreneurship courses, eventually establishing an evaluation mechanism to track and provide feedback on the practical results. Under the operation of the "practice + theory" teaching model, it can to some extent solve the issues of rigid teaching system, low student participation, and closed teaching information, creating a more active atmosphere for innovation and entrepreneurship practices, and thus enhancing the teaching outcomes of innovation and entrepreneurship courses.

However, the integration of practical teaching in innovation and entrepreneurship courses with the "Three Going-to-the-Countryside" practice activities is not achieved overnight. Providing theoretical guidance, practical verification, and allocation of teaching resources are necessary. Therefore, only through the continuous efforts of a large number of scholars and the strong support of all sectors of society can the innovation and entrepreneurship course practice construction be promoted, cultivating diversified innovative and entrepreneurial talents to meet the development needs of the times and contributing to the high-quality development of education in our country.

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