

Research on Task-Driven Teaching Mode of Innovation and Entrepreneurship Education in Application-Oriented Universities

Cao Guihong

School of Computer and Communication, Hunan Institute of Engineering, Hunan 411101, China

ABSTRACT. *Strengthening innovation and entrepreneurship education is an important work for application-oriented universities to achieve the goal of talent training. This paper first briefly expounds the main problems existing in the innovation and entrepreneurship education in application-oriented universities, and then takes the teaching model as the object of study to construct the task-driven teaching model of innovation and entrepreneurship education in application-oriented universities. The research shows that the task-driven teaching model can take the task as the carrier, build the interactive space between teachers and students, provide a strong guarantee for students' effective learning, and then improve the quality of innovation and entrepreneurship education.*

KEYWORDS: *Applied-oriented university, Innovation and entrepreneurship education, Task-driven, Teaching mode*

1. The current situation of innovation and entrepreneurship education in applied-oriented universities

Applied universities are the cradle of training applied talents. In recent years, China's economy has developed rapidly, the society's demand for application talents has been increasing, and the requirements are also increasing. In order to cultivate qualified talents that meet the needs of society, innovation and entrepreneurship education courses are generally offered in application-oriented universities across the country. However, there are still many problems in the innovation and entrepreneurship education of many application-oriented universities as a whole. Among these problems, the single teaching mode is a common problem of innovation and entrepreneurship education in many application-oriented universities. In many application-oriented colleges' innovation and entrepreneurship education, teachers still use the single-item teaching model of "teacher speaking, student listening". Under this teaching mode, students are in a passive position, and the subjective consciousness is not fully exerted. At the same time, this teaching mode also ignores the benign interaction between teachers and students. The teaching atmosphere is dull and depressing, which is not conducive to the development of students' personalities and inhibits the students' initiative to a certain extent.

2. Construction of Task-Driven Teaching Mode of Innovation and Entrepreneurship Education in Application-Oriented Universities

2.1 Conceptual Analysis

Task-driven teaching model is a teaching model based on constructivism learning theory. It takes task as the carrier and emphasizes students' autonomous learning and cooperative learning ability[1]. In order to complete the task, students must take the initiative to use the knowledge and explore the unlearned knowledge, so as to solve problems and complete the task. Under the task-driven teaching mode, students' subjective initiative can be fully exerted whether they study independently or cooperatively, so they can always maintain an active learning state. From receiving the task to analyzing and researching the task and finally completing the task, the students learned knowledge and skills, and at the same time improved their thinking ability, cooperation ability, interpersonal communication ability, and further stimulated the desire for knowledge.

2.2 Construction Requirements

Combining with the goal of applied innovation and entrepreneurship education, this paper holds that the

construction and application of the task-driven teaching model of innovation and entrepreneurship in applied universities should meet the following requirements.

The task should be clear. The task-driven teaching model takes tasks as the carrier, and the clarity of the tasks directly determines whether the teaching model is successfully organized and developed[2]. In the innovation and entrepreneurship education, teachers should pay attention to two issues when defining the tasks: First, adhere to “student-oriented”, that is, from the actual needs of students’ innovation and entrepreneurship knowledge and skills, enhance the pertinence of the tasks, so as to better stimulate the enthusiasm and initiative of students to participate in the innovation and entrepreneurship education activities. Second, on the basis of curriculum content, teachers should be able to examine the latest requirements of the society for application-oriented college students from a broader perspective, so that the task is closely related to the current situation and trend of the development of the times.

The task should emphasize cooperation. Cooperation is a common task for teachers and students in task-driven teaching. In the task-driven teaching process, teachers should emphasize the cooperation between students and students, as well as the cooperation between teachers and students. Good cooperation ability is an important quality that students should have. It is of great significance to students’ innovation and entrepreneurship in the future. Emphasis on cooperation requires teachers to change the “indoctrination” teaching, affirm the students’ dominant position in innovation and entrepreneurship education, and guide the close cooperation between students and students through the form of group cooperative learning[3]. Practice has proved that group cooperative learning can enable students to complete tasks with higher quality, at the same time create a good atmosphere based on cooperative learning, build a good student-student relationship and teacher-student relationship, and provide an open teaching space for innovation and entrepreneurship education.

The task should be organized. The clear and structured tasks can help students grasp the tasks accurately and improve the efficiency of completing the tasks. Teachers should decompose the tasks based on the curriculum content of innovation and entrepreneurship education, so as to effectively import the tasks and innovation and entrepreneurship education curriculum content. In the specific teaching practice, teachers should design tasks in a “gradient” way, from easy to difficult, from shallow to deep, from the surface to the inside, so that students can gradually complete one task after another, and gradually master more knowledge and skills of innovation and entrepreneurship.

2.3 Construction Strategy

Innovation and entrepreneurship education is an important part of higher education and an important measure for application-oriented universities to realize the goal of talent training. The task-driven teaching model takes tasks as a carrier, which greatly improves the purpose and pertinence of innovation and entrepreneurship education, and is easy to meet the learning needs of students. Therefore, the innovation and entrepreneurship education of application-oriented universities should actively choose task driven teaching mode. This paper holds that the task-driven teaching of innovation and entrepreneurship education in applied universities can be constructed from the following aspects.

Create tasks. In the innovation and entrepreneurship education, teachers need to create tasks according to the objectives of innovation and entrepreneurship education, the content of innovation and entrepreneurship education courses and students’ innovation and entrepreneurship needs. Because innovation and entrepreneurship education emphasizes students’ theoretical application ability and practical ability, teachers should improve the practicality of tasks when creating tasks[4]. In order to improve students’ enthusiasm for learning, teachers should combine the current cutting-edge science and technology to create teaching tasks, such as “Internet+” and “online new economy”, to close the distance between students and contemporary social and economic development, and activate students’ innovative and entrepreneurial thinking. On this basis, the teacher assigns pre-class tasks to the students, allowing students to explore various materials about the tasks through autonomous learning to form a preliminary understanding of the tasks.

Carry out group learning. After the students have a preliminary understanding of the task, the teacher divides the students into several learning groups, and then promotes the next step of task driven teaching based on cooperative learning[5]. When guiding students to study in a group, teachers can complete the task in two forms: the first is to let each group complete the established task according to the teacher’s requirements and guidance; the second is to ask students to put forward some constructive suggestions on the basis of completing the assigned tasks. Compared with the first form, the second form can further stimulate students’ curiosity, cultivate their inquiry ability, cooperation ability and innovation ability. For example, around “Internet+”, teachers can allow students to explore “Internet+new opportunities” based on the existing “Internet+education”,

“Internet+medical”, and “Internet+consumption”. To find this “new opportunity”, students must actively explore, so as to improve their ability of exploration, cooperation and innovation. During group learning, teachers should not interfere with students’ learning activities, they just need to master the teaching time and progress.

Conduct task evaluation. After students complete the task, teachers should evaluate the completion of the task. The evaluation should focus on the combination of process evaluation and summative evaluation, that is, it should not only evaluate students’ task completion quality, but also evaluate students’ enthusiasm, participation, cooperation ability and innovation ability during the task (i.e. learning). In addition, teachers should encourage students to conduct self-evaluation, and then cultivate students’ ability of self-reflection and self-development.

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