The Construction of Japanese Professional Writing Courses
Under the Background of Double-Create Education

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Innovation and entrepreneurship education is the focus of reform and development of higher education. The organic integration of innovation and entrepreneurship education, and professional education is an effective means to realize innovation and entrepreneurship education. Japanese professional writing series curriculum from the curriculum construction idea, teaching team, design of teaching content, teaching methods, examining ways, and teaching resources development and utilization integrated into the innovation entrepreneurship education can cultivate students’ creative writing ability, innovation, and entrepreneurship ability and enhance the comprehensive competitiveness of graduates’ employment in Japanese professional.

Keywords: innovative and entrepreneurship, Japanese professional, writing series curriculum

Introduction

The cultivation of innovative and entrepreneurial ability has become the focus of education teaching reform in colleges and universities. How to integrate innovation and entrepreneurship education into the curriculum construction of professional education has become a major topic faced by teachers in various universities. The so-called “innovation education” is mainly to cultivate the innovative quality of college students, including the spirit of innovation, innovation ability, innovation skills, innovative thinking, innovation consciousness, and innovation quality. Innovation education mainly aims to improve the entrepreneurial quality of college students, including enterprise, initiative, pioneering spirit, and the ability to start a business, to plan an activity, or to promote a product (Shang, 2015). Colleges and universities should fully explore the resources of innovation and entrepreneurship education in specialized courses and develop entrepreneurship courses based on a certain discipline or interdisciplinary subject in professional departments, so as to realize the organic integration of innovation and entrepreneurship education and professional education (Hao, Wu, & Hou, 2016). Taking Yibin College (hereinafter referred to as the college) as an example, this paper explores the method and path of integrating Japanese professional writing series courses into innovative and entrepreneurial education under the background of double-create education.

Research Status

According to the existing reference materials, the research results of domestic scholars on innovation and entrepreneurship education are mainly as follows.
The Construction and Enlightenment of Foreign Innovation and Entrepreneurship Curriculum System

Scholars have studied the education model of innovation and entrepreneurship in the United States, Japan, Singapore, and other countries. For example, Hao et al. (2016), Educational Department of Science and Technology, Department of Higher Education, Ministry of Education, wrote the article “Construction and enlightenment of education system of American innovation and entrepreneurship” to mainly introduce the practices of the government, school, and society, three important subjects in promoting education system of American innovation and entrepreneurship in the education system of American innovation and entrepreneurship.

Construction of Innovation and Entrepreneurship Curriculum System in Domestic Universities

Scholars have also conducted in-depth studies on the construction of innovation and entrepreneurship curriculum system in domestic universities. For example, in the article “Construction of education curriculum system of innovation and entrepreneurship in colleges and universities under the background of ‘double innovation’”, Zhao Hui-li expounded the construction of curriculum system from three aspects: the construction principle of innovation and entrepreneurship curriculum system, the composition of innovation and entrepreneurship education curriculum system, and the implementation guarantee of innovation and entrepreneurship education curriculum system.

Research on the Training Mode of Innovative and Entrepreneurial Talents in Japanese Major

Few achievements have been made in the training mode of innovative and entrepreneurial talents for Japanese majors in China. In the paper “Exploring new ways of Japanese teaching under the background of the demand of ‘double-creation’ Talents”, Gao Ling-jun (2017) proposed that through the Web Quest teaching model, teachers provide online information resources, guide students to learn actively, train students’ learning ability and creative ability, and cultivate innovative compound talents of Japanese majors.

Characteristics of Japanese Professional Writing Series Curriculum Construction Under the Background of Double-Creation Education

Integration of Innovative Entrepreneurship Education and Professional Education

Starting from the main courses of Japanese major, the training of innovation and entrepreneurship ability is carried out throughout the study of professional knowledge. It can realize the organic integration of innovation and entrepreneurship education and professional education and more effectively carry out innovation and entrepreneurship education.

Not the Construction of Single Major Courses, but the Construction of “Series Courses”

There are many researches on the construction of single courses, but few studies on “series courses”. This paper focuses on the integration, hierarchy, and systematization of courses. From the perspective of “series courses”, it is more beneficial to explore and practice the construction of Japanese professional writing courses.

The Path of Integrating Japanese Professional Writing Series Courses Into Innovative and Entrepreneurship Education

Construction of Japanese Professional Writing Series Course System With Innovative Entrepreneurship Education From the Longitudinal Angle

The course “Basic Japanese Writing” mainly aims to train students’ basic skills of Japanese writing and
cultivate students’ innovative consciousness, which is the preparatory stage for the cultivation of innovative and entrepreneurial ability. The course “Intermediate Japanese Writing” mainly focuses on the practical training of various styles of Japanese and the training of students’ creative writing ability in the practical working situation, which is the brewing stage of the cultivation of innovation and entrepreneurial ability. The course “Japanese Thesis Writing and Basic Research Methods” mainly teaches the writing theory and method of Japanese thesis and requires each student to complete a paper on application practice, which is the verification stage of the cultivation of innovative and entrepreneurial ability.

**Build a Series of Courses From a Horizontal Perspective**

Build a series of courses from a horizontal perspective, in the aspects of curriculum construction concept, teaching team, teaching content design, teaching method, examination method, development and utilization of teaching resources, and so on, the curriculum construction scheme of innovative and entrepreneurship education is integrated.

*Integrate the curriculum construction concept of “education innovation and entrepreneurship + education specialty”.* The current teaching syllabus of Japanese professional writing series in the college is mainly to train students to write articles of various styles and styles in Japanese, so as to ensure accurate diction and word use, no grammatical mistakes, and smooth articles. Because it is not integrated into the idea of innovative entrepreneurship education, it lacks systematic arrangement and training for students’ creative spirit and creative ability. For this kind of situation, must be in the Japanese series of professional writing course syllabus clearly put forward course construction in the innovation of entrepreneurship education idea, clear requirements must strengthen the system of students’ innovative spirit and creative ability cultivation and training, but also according to the teaching contents of the courses to students’ writing skills needed in the future entrepreneurial process for targeted training.

*Set up the teaching team of “Japanese professional teachers + creative thinking teachers + industry experts”.* To improve the quality of the teaching staff, in addition to enhancing the teaching ability of innovation and entrepreneurship of Japanese teachers, it can also invite teachers of the course of innovative thinking ability of the college or social celebrities who are familiar with entrepreneurship and have entrepreneurial experience, outstanding alumni with entrepreneurial experience, and other professional Japanese teachers to give lectures together, which can be at least two times per semester. At the same time, it can employ famous social scientists who are familiar with entrepreneurship and have entrepreneurial experience, outstanding alumni who have entrepreneurial experience, etc., to serve as part-time writing course teachers, undertake certain teaching tasks, offer lectures, carry out case discussion, give practical guidance on entrepreneurship, etc.

*To construct the teaching content of “knowledge of Japanese writing + practical corporate copywriting”.* The courses “Basic Japanese Writing” and “Intermediate Japanese Writing” in the college both use the self-compiled textbook *New Course of Japanese Writing* of the teachers of the course, which introduces various styles of Japanese expression and writing theories and skills. However, there are few contents related to creative writing and entrepreneurial consciousness. The course “Japanese Essay Writing and Basic Research Methods” is published by Shanghai Foreign Language Education Press. “Guide to writing Japanese graduation thesis” was edited by Zhuang Feng-ying, which includes five parts: “the basic knowledge of the thesis”, “the composition and content of the thesis”, “the code of the essay”, “the expressive skills of the thesis”, and “the
evaluation standard of the thesis”. However, no specific requirements have been put forward for the cultivation of students’ innovation and entrepreneurship ability. In order to cultivate students’ ability of innovation and entrepreneurship, it is necessary to reform the teaching content. In the teaching of Japanese professional writing series courses, besides teaching the basic knowledge of writing, it is also necessary to increase the writing of enterprise practical writing documents and broaden students’ writing horizon.

**Develop the teaching mode of “first class + second class”**. Innovation and entrepreneurship education should not only be limited to the theoretical knowledge of the first class, but also need the second class to use rich activities and practices to coordinate the implementation. Currently, the teaching methods of the Japanese writing series of courses in the college are single, mainly “the first class”, which cannot give full play to students’ initiative and innovation.

In order to better integrate innovation and entrepreneurship education with professional knowledge, we should actively develop the teaching mode of “first class + second class”. Inquiry and heuristic teaching are mainly used in the first class. Through these two methods, the initiative and enthusiasm of students’ learning will be improved, the fun of exploring truth will be experienced by students themselves, the critical thinking will be enhanced, and the spirit of innovation and entrepreneurship will be stimulated. Actively developing the second class, pay attention to the practice education into the innovation and entrepreneurship teaching and talent training process. Practical education mainly includes providing opportunities for students to participate in practical writing in cooperative enterprises of Japanese professional practice teaching base, etc., which can be stipulated at least five times per semester.

**Form “individual + team” assessment**. The university aims to cultivate students’ comprehensive quality. Therefore, when examining students’ learning achievements, it should not simply aim at whether students establish new enterprises, but should focus on cultivating students’ innovative consciousness, pioneering spirit, and entrepreneurial spirit. The current series of Japanese professional writing courses of the college are limited to the assessment of students’ individual completion of various types of articles. Although the process of students’ personal writing is also the process of cultivating students’ innovative consciousness, due to the monotonous assessment method, students’ initiative and enthusiasm are not high.

In order to improve students’ enthusiasm in writing and their sense of innovation and entrepreneurship, students can set up writing groups and innovation and entrepreneurship teams according to their interests. Teachers of the course can assess the entrepreneurial teams every semester, and students can also be encouraged to publish the research reports on team innovation and entrepreneurship in journals.

**Develop “offline + online” course resources**. In the current teaching of the college, the online resources of Japanese professional writing courses are not developed. In order to share teaching resources and cultivate innovative and entrepreneurial talents sustainably, the online development and utilization of course teaching resources need to be solved urgently. First, actively developing the teaching resources of Japanese professional writing courses and building the course case base and course exercise database. Second, selecting real cases, periodicals, and videos which can encourage students to innovate and start businesses and building a platform for students to combine online and offline learning. While promoting students’ independent learning and exploratory learning, students’ vision of innovation and entrepreneurship is constantly expanded.
Figure 1. Technical route and general arrangement.
CONSTRUCTION OF JAPANESE PROFESSIONAL WRITING COURSES

The Significance of the Construction of Japanese Professional Writing Courses Under the Background of Double-Create Education

Forming a set of effective Japanese professional writing courses from the curriculum construction idea, teaching team, design of teaching content, teaching methods, examining ways, and teaching resources development and utilization integrated into the innovation entrepreneurship education curriculum construction program can achieve the following effects.

Be Able to Set up a High Level Teaching Team of Writing Courses for Japanese Majors

Teachers of Japanese majors are encouraged to write practical Japanese in enterprises on an irregular basis. At the same time, industry experts are invited to come to the school to carry out innovation and entrepreneurship education and teach the practical writing knowledge and skills of enterprise documents, in order to set up a high-level teaching team of writing courses for Japanese majors.

Improve Students’ Innovation Ability and Comprehensive Quality

Students are encouraged to write practical Japanese documents in cooperative enterprises of Japanese professional practice teaching base. It can effectively improve students’ consciousness of innovation and entrepreneurship, their practical ability of innovation and entrepreneurship, and their comprehensive quality, so as to enhance the comprehensive competitiveness of employment of Japanese majors.

Build a Series of Japanese Professional Writing Courses System Integrated With Innovation and Entrepreneurship Education

Japanese professional writing series courses are guided by innovative and entrepreneurship education, pay attention to the hierarchical and systematic nature of the courses, gradually train students’ innovative entrepreneurial ability in stages, create writing ability in the actual work situation, and improve students’ comprehensive quality and employment competitiveness.

References