

Reflections on the Coordinated Development of Three-Creativity Education and Foreign Language Majors in Medical Universities

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Abstract: With the continuing reform of innovation and entrepreneurship education in Chinese higher education, foreign language majors in medical universities need to explore practical ways to connect professional learning with students' future development. For foreign language undergraduates, Three-Creativity Education can be understood more broadly than starting a business or taking part in competitions. Its main value is to help students use language knowledge to understand real needs, complete practical tasks, and improve problem-solving ability. Medical universities have resources in medicine, nursing, pharmacy, traditional Chinese medicine culture, health communication, and medical services. These resources provide useful support for foreign language education with medical characteristics. Based on relevant literature and the teaching context of medical universities, this paper discusses the significance, areas for further improvement, and improvement pathways of coordinating Three-Creativity Education with foreign language majors. It suggests that universities should integrate Three-Creativity awareness into classroom teaching, design small and medium-sized projects suitable for undergraduates, strengthen interdisciplinary cooperation, and improve teacher guidance. These measures can help students build professional identity and improve practical competence.

1. Introduction

Foreign language majors in medical universities are different from general foreign language programs because they are placed in an academic environment related to medicine, nursing, pharmacy, traditional Chinese medicine (TCM), and public health. Existing studies have discussed the training of medical-oriented English majors under the background of New Liberal Arts [1]. In 2015, the General Office of the State Council issued the Opinions on Deepening the Reform of Innovation and Entrepreneurship Education in Institutions of Higher Education, which called for the integration of innovation and entrepreneurship education with professional education and for stronger practical teaching [2]. Against this policy background, medical universities have also

explored related training for undergraduates in Chinese Materia Medica [3]. Research on the international dissemination of TCM culture provides a relevant context that can be adapted for foreign language practice [4]. Local medical colleges have also explored the integration of professional education with innovation and entrepreneurship education [5]. Some studies further point out that medical universities need to train talents with international vision and cross-cultural service ability [6]. These discussions are also related to the wider reform background of the “Four New” construction in Chinese higher education [7].

Against this background, this paper uses “Three-Creativity Education” to refer to creativity, innovation and entrepreneurship education. For undergraduates, its purpose need not be limited to starting companies. More importantly, it can help students identify problems, understand needs, apply professional knowledge, and explore practical solutions [2]. For foreign language students, this means that language learning can be connected not only with textbooks, examinations, and certificates, but also with concrete scenarios and future work needs.

Foreign language programs in medical universities should therefore make good use of the medical background of the university. Medical and pharmaceutical translation and international drug registration are possible fields for student practice [1]. TCM cultural dissemination can provide another relevant direction [4], while international practice, conference participation, and cross-cultural communication are consistent with the international talent training orientation discussed in related studies [6]. Health science communication and language services for foreign patients can also be developed as practical tasks. When Three-Creativity Education is presented mainly through competitions, business plans, and awards, some foreign language students may feel that it is relatively distant from their major. Therefore, it is useful to consider how Three-Creativity Education can be made more relevant to foreign language learning in medical universities.

2. Literature Basis and Analytical Process

The literature related to this topic gives three basic ideas. First, research on medical-oriented English programs shows that foreign language education in medical universities should not be limited to ordinary language training. Students should have basic language ability and some understanding of medical and health contexts. This is important because many future tasks, such as medical and pharmaceutical translation, require both language ability and relevant professional knowledge [1].

Second, policy documents and research on innovation and entrepreneurship education emphasize its connection with professional learning. For undergraduates, innovation does not always mean invention, company registration, or a large project. A more suitable goal is to train students to observe problems, work with others, complete practical tasks, and turn classroom knowledge into useful products or services [2,3,5].

Third, studies on TCM cultural communication and international talent training show that medical universities provide relevant resources for foreign language majors [4,6]. On this basis, TCM culture translation, bilingual health materials, conference services, hospital signs, and simple medical service guides can become teaching and practice materials. These tasks are close to students' major and are relatively manageable for undergraduates.

Based on the above literature, this paper uses a literature-based and problem-oriented analysis. The discussion follows four steps: first, explaining the features of foreign language majors in medical universities; second, analyzing the value of Three-Creativity Education for undergraduates; third, identifying areas for further improvement in courses and practice projects; and fourth, putting forward practical suggestions on classroom teaching, project design, cooperation among majors, and teacher guidance. This paper is a teaching reform discussion rather than an empirical study, so

the focus is on practical concerns and feasible suggestions.

3. Significance of Coordinated Development

First, the coordinated development of Three-Creativity Education and foreign language majors can broaden students' understanding of their major. In addition to common employment directions such as teaching, foreign trade, postgraduate study, and civil service examinations, foreign language ability in medical universities can also support health-related work. Students may develop competencies relevant to medical and pharmaceutical translation and international drug registration [1], TCM cultural communication [4], and international practice, conference participation, and cross-cultural communication [6]. Health popularization and language services for foreign patients may offer further practice opportunities.

Second, this coordination can improve students' practical ability. When foreign language learning places primary emphasis on reading, writing, translation exercises, and language certificates, students may have limited opportunities to gain practical experience. Through Three-Creativity projects, students can complete visible outputs, such as bilingual health leaflets, translated hospital signs, short videos about TCM culture, scripts for health communication, and English guides for international patients. These tasks are relatively manageable for undergraduates and can support the development of communication, cooperation, and problem-solving ability.

Third, this coordination can help medical universities build more distinctive foreign language programs. If a foreign language major in a medical university largely follows a general training model, its medical characteristics may not be fully reflected. Medical universities have resources in medicine, TCM, nursing, pharmacy, rehabilitation, and public health. Related research provides support for pathways combining foreign language learning with medical translation, TCM culture, and medical knowledge [1,4,6]. On this basis, programs can also explore a “foreign language plus health communication” direction.

Finally, Three-Creativity Education can contribute to students' employability. Participation in small practice projects may help students demonstrate teamwork, communication skills, and an understanding of professional contexts. Completing bilingual materials may also strengthen their confidence in presenting their practical abilities.

4. Areas for Further Improvement

First, in the teaching context considered in this paper, some undergraduates may have a relatively narrow understanding of Three-Creativity Education. They may associate it mainly with registering a company, joining a competition, writing a business plan, or winning an award, and may therefore see only a limited connection with foreign language majors. For undergraduates, however, an important goal is to learn how to identify real needs and use professional knowledge to explore possible solutions.

Second, the connection between Three-Creativity Education and professional courses can be further strengthened. Some foreign language courses may continue to place greater emphasis on vocabulary, grammar, translation skills, reading, and cultural knowledge. These contents are necessary, while additional task-based arrangements can provide more opportunities for practice. For example, a medical English translation course can connect passage translation with the ways medical English is used in hospitals, pharmaceutical companies, conferences, and health communication.

Third, the range of suitable projects for foreign language students could be further expanded. Many innovation and entrepreneurship projects in medical universities focus on experiments, technology, medical products, or business models. In some projects, foreign language students may

mainly assist with slides, English abstracts, or the translation of short materials, and their professional strengths may not yet be fully reflected. More projects can be developed around language services, medical translation, bilingual communication, TCM cultural dissemination, and cross-cultural health communication.

Fourth, interdisciplinary cooperation could be further strengthened. The distinctive value of foreign language majors in medical universities can be better developed through cooperation with medicine, nursing, pharmacy, TCM, and other related majors. In some cases, such cooperation may rely on individual teachers or temporary competition teams. More regular courses, project platforms, and practice mechanisms can provide sustained support and help cooperation develop beyond a preliminary or relatively informal stage.

5. Improvement Pathways for Coordinated Development

First, Three-Creativity awareness can be further integrated into classroom teaching. This direction is consistent with the policy emphasis on integrating innovation and entrepreneurship education with professional education [2] and with relevant explorations in medical education [3,5]. It need not be presented mainly through extracurricular competitions. In English courses, teachers can ask students to design bilingual health popularization materials. In translation courses, teachers can include TCM culture translation, hospital sign translation, and medical service guide translation. In intercultural communication courses, teachers can arrange simple scenarios such as communicating with international patients, introducing TCM culture, or helping with medical conference services.

Second, interdisciplinary project platforms can be further strengthened. Existing studies on innovation and entrepreneurship courses and practice platforms [3,5], together with research on TCM cultural dissemination and international talent training [4,6], provide complementary support for such cooperation. Foreign language students can work with students from clinical medicine, nursing, pharmacy, TCM, rehabilitation, and public health. Medical students can provide professional knowledge, while foreign language students can be responsible for translation, expression, audience analysis, and communication design. For example, a student team may prepare bilingual materials on TCM health preservation, design English service instructions for hospital departments, or make short videos introducing medical culture.

Third, small and medium-sized projects suitable for undergraduates should be designed. Not every Three-Creativity project needs to be a large entrepreneurial project. Foreign language students can start with practical tasks, such as translating common hospital signs, making bilingual health brochures, preparing English introductions to TCM therapies, writing scripts for health science communication, building a small collection of medical English expressions, or producing short bilingual videos on health topics. These projects are close to the major, moderate in difficulty, and easy to evaluate.

Fourth, teacher guidance and evaluation should be improved. Teachers should guide students not only in language accuracy, but also in topic selection, medical information checking, target audience, communication ethics, and project presentation. Project evaluation can consider not only competition results, but also the learning process, team cooperation, relevance to the major, quality of the final product, and students' reflective summaries.

Fifth, universities can build simple resource banks and case bases. A medical university can collect examples of TCM culture translation, bilingual health communication, medical English service, conference reception, and foreign patient communication. These cases can be used in classroom teaching and student practice. With more cases, Three-Creativity Education can become more stable and more closely connected with the characteristics of foreign language majors in

medical universities.

6. Conclusion

In general, the coordinated development of Three-Creativity Education and foreign language majors in medical universities has practical significance. It can help students broaden their understanding of language learning and connect language ability with medical translation, health communication, international services, and TCM cultural dissemination. The purpose is not to require every student to start a business or win a competition, but to help students understand real needs and improve their ability to solve practical problems.

For medical universities, this coordination is also a way to build a more distinctive foreign language major. The medical background of the university can be more fully transformed into curriculum resources, practice tasks, project topics, and teaching cases. When foreign language students work with students from medicine, nursing, pharmacy, and TCM, they can better understand the value of their own major.

In future teaching reform, universities should further promote the integration of Three-Creativity Education with professional education and incorporate it into classroom teaching, project practice, teacher guidance, and evaluation. In this way, foreign language majors in medical universities can form a development path that is realistic, distinctive, and suitable for undergraduates.

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