

The Application of Open Teaching Model in the Teaching of National Economic Management Course

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ABSTRACT. *Open teaching takes knowledge teaching as the carrier, and makes all aspects of students' quality develop comprehensively by creating a lively and independent teaching environment that is conducive to students. Firstly, this paper analyzes the connotation of open teaching mode and the basic characteristics of teaching concept, content and method opening; then, analyzes the specific application of open teaching mode in the teaching of national economic management course, and believes that it is necessary to change the teaching concept and try a variety of Open teaching methods to expand teaching places. Finally, it analyzes the problems that need to be paid attention to in the practical application of open teaching mode.*

KEYWORDS: *open teaching mode, national economic management, case teaching method*

1. Introduction

The national economic management is a comprehensive course which takes the national economy as a whole and aims at the maximum economic benefit of society, studies the rational use of production factors, improves production relations and carries out organizational management [1]. As a professional course for middle and senior grades, students at this stage have a certain degree of independence and criticism, and the basic theory of economics and management has been learned in advance. If we still use the cramming teaching method of basic class for junior students, singing a solo show by the teacher alone will not only arouse students' disgust. And it is not conducive to cultivating students' ability of analysis and innovation, and is not conducive to achieving teaching objectives. Through open teaching, giving students a high degree of freedom and respect, according to the characteristics of each student, stimulating the potential of students, active learning,

active thinking, hands-on practice, can effectively enhance the ability of students and improve the quality of teaching.

2. The Connotation and Characteristics of Open Teaching Mode

2.1 The Connotation of Open Teaching Model

Open teaching is a new teaching idea put forward for the traditional closed classroom teaching. In recent years, it has gradually been attached importance to by our educators and constantly applied to teaching practice. This model originated from Cohn's topic-centered "classroom discussion model" and "open classroom model" created in 1969, Spiro's "random access teaching" and "teaching situation" created in 1992. These theoretical models emphasize that learning is an internal psychological representation process constructed by learners. The roles of teachers are "catalysts" and "midwives" of ideas [2]. Open teaching takes knowledge teaching as its carrier, pays attention to human development as its primary goal, pays attention to the raising and discovering problems of students, pays attention to the learning process and experience of students, pays attention to communication and cooperation, and provides students with full development space by creating a lively and independent teaching environment conducive to students, thus promoting the development of students. In the process of active exploration, all aspects of students' quality can be developed in an all-round way.

2.2 Characteristics of Open Teaching Model

Open teaching mode is characterized by openness. It is not an improvement on the details of traditional teaching mode, but an all-round and multi-angle opening, including education concept, teaching content, teaching methods, teaching places and teaching evaluation.

The first is the opening of educational concept. Traditional closed classroom teaching is based on teachers, which is a teaching mode of "I say you listen" and "full-room irrigation". Teachers, as the main body of teaching, pay attention to the teaching content. Open teaching mode requires teachers to break through the traditional education concepts of "classroom-centered" and "teacher-centered", emphasizing the main role of students, letting students dominate learning, and realizing the transformation of education center.

The second is the opening of teaching content. The content of teaching should not be limited to textbooks. Teachers should set up the concept of "material-based" textbooks, that is, textbooks are only one of many learning materials. On the premise of following the curriculum standards, we should increase and decrease the contents of textbooks scientifically and appropriately, adjust the order of arrangement, supplement new materials and integrate teaching contents.

The third is the opening of teaching methods. The teaching methods of teachers should serve students' learning styles, with the development of students as the primary goal, and cultivate the independent of students, cooperative and inquiry learning styles. In the classroom, besides the teaching methods of teachers, the teaching methods of "problem teaching", "case teaching" and "cooperative teaching" are widely used. In addition to the classroom, there are also "scenario simulation teaching", "classroom experiment", "practice and field research" and other methods[3].

The fourth is the opening of teaching places. It emphasizes that the teaching place is not limited to schools and classrooms. It can extend education from classroom to media and network, laboratory and society by means of distance education.

The fifth is the opening of teaching evaluation, which focuses on comprehensive evaluation and comprehensive evaluation, does not take examination scores as the sole evaluation criteria for evaluating teaching effect. The evaluation pays attention to the changes of students' knowledge, ability and behavior. The evaluation method combines students' oral expression, essay writing, group activities and other aspects.

3. The Application of Open Teaching Model in the Teaching of National Economics and Management

3.1 Change the teaching idea and try to arrange teaching centered on Students

To adopt the open teaching mode, we must first change the teaching idea. But we should realize that classroom teaching is still the main teaching method in current university teaching activities. The change of teaching idea is mainly embodied in: in classroom teaching activities, teachers should set up student-centered thinking, guide students to study independently, change from a lecturer to a guide, constantly stimulate the vitality of students, and give full play to students' initiative in learning and independence in thinking[4]. Student-centered teaching does not mean giving up the dominant position of teachers in classroom teaching activities, but turning the teaching of knowledge into the introduction of methodology in the process of teaching, on this basis, guiding students to further carry out higher-level cognitive activities. Part of the theoretical content of national economic management, students have learned in the previous economics courses, this part of the content, usually can be arranged in advance for students to review before class, the classroom is taught by students on stage, the teachers do the necessary supplements. Student-centered, the more important point is to start from the acceptance status quo of students, stimulate students' interest in learning, from "I want to learn" to "I want to learn". There are always some students in each class who are willing to learn and take the initiative to learn. There are also some students who are passive in learning and have poor foundation. On the basis of understanding their learning situation, such students should be encouraged by after-class conversation and take the initiative to

speak one more time in class and increase their usual scores to encourage them to study hard.

3.2 Enriching the teaching content and trying various open teaching methods

With open teaching, the content of teaching should not be limited to textbooks. In fact, due to the slow updating speed of textbooks, in addition to the basic principles which can be retained in teaching, many new materials related to theory need to be supplemented by various ways. The forms of materials include monographs, cases, stories, videos, etc. The sources of materials include bookstores, libraries, networks, etc. The methods of collection include retrieval, social investigation, etc. The key part is that not only the teachers are the supplements of teaching content, but also the students are the important fresh forces, so we should fully mobilize the enthusiasm of students. In the teaching content of national economic management, there are many parts involved in the application of principles, which need to supplement a large number of practical cases. Starting from the first class, we should mobilize everyone's strength, encourage students to do a lot of after-class reading, accumulate material. When you learn the relevant chapters, you will be asked to take out the previous accumulation, sort out the cases, get the discussion in class or as a supplement to the teaching content. The collector or producer of any material that can be used as supplementary content in the classroom will receive a corresponding bonus. To adopt open teaching, we should use a variety of teaching methods and means comprehensively. Usually at the beginning of the chapter of national economic management, teachers consciously create problems and scenarios related to the content of this chapter, organize students to explore problems and analyze scenarios. Even if they can't solve problems on the spot, they can greatly stimulate the interest of students. Encourage people to collect materials or discuss in groups after class, then take back important questions and draw conclusions from group representatives[5]. Case teaching is also a commonly used method in the teaching of national economic management. Because there are a lot of management-related content in the course, through case descriptions or video stories, students can be intuitively brought to the scene of economic management, fully mobilize everyone's enthusiasm, use the principles learned to analyze problems, solve problems, and exercise the ability of analysis of student, judgment, decision-making and expression. Power. Among them, teachers should give full play to the role of "guide", train the open thinking of students by prompting and guiding, and cultivate students' ability of communication and cooperation through communication between teachers and students and between students. "Cooperative teaching" is another open teaching method. In the teaching of national economic management, some supplementary contents or cases are collected and analyzed. Teachers will ask students to divide into groups and cooperate after class, and then send representatives to speak on the stage in class. This way strengthens the cooperation of students after class and fosters students' initiative; it embodies the cooperation between teachers and students in class. According to the content of the choice of students, the method of analysis and the conclusion given by students, it adopts the way of negotiation to discuss with students, discovers the

sparks of students' thoughts, points out the shortcomings, and enables students to form a body. I will come to my own work and harvest, and stimulate my interest in learning.

3.3 Expanding teaching places and trying to establish a comprehensive evaluation teaching system

Open teaching place means that teaching activities are not confined to specific classrooms, but make full use of the Internet, laboratories and practice and training bases. In fact, teaching activities are not only classroom teaching, it should include a series of activities before, during and after class. In the classroom teaching of national economic management, arranging, reminding and encouraging students to do a lot of pre-class preparation, using the Internet and other channels to collect materials, this is pre-class preparation[6]. In the classroom teaching, besides the comprehensive use of the above-mentioned teaching methods, it also includes the use of laboratory teaching. In the 54-hour teaching time, six classes are in the laboratory, mainly using the school's database resources, to establish and validate the model of national economic management. These empirical studies Research will make the theory in the textbook more specific, and also give students the opportunity to verify some of their own ideas and enhance their interest in learning. After-class teaching is at any time, anywhere. As a professional basic course, many students are interested in doing further research and writing papers after class. As a professional course teacher, it is incumbent upon them to give guidance at any time and anywhere. In addition, our school also arranges quality development week and social practice week at the middle and end of the term. The author has guided students to participate in research, writing practice reports and scientific research papers many times, and many students have achieved fruitful results. Open teaching mode requires more flexible assessment methods to match it. Teachers should put the assessment in normal time rather than relying solely on the final examination. We should increase the proportion of achievements of students in peacetime, guide them to pay attention to the improvement of their learning ability and the improvement of their quality, not just the improvement of their achievements. The first is to increase the proportion of the usual score in the total evaluation results, which can be increased to 50% to 50%. The second is to diversify the evaluation methods. In the evaluation system of the national economic management, it includes: the enthusiasm of speaking and collecting materials in peacetime, the activity of group discussion, the preparation and brilliance of classroom speeches, and a brief discussion. In the final examination papers, it also highlights the design of open topics: such as case questions, analysis questions and so on, focusing on examining of ability of students to analyze and solve problems, while reducing the number of "rote memorization" topics, and guiding students to focus on learning and accumulation at ordinary times, rather than before the examination.

4. Conclusions and Problems Needing Attention in The Application of Open Teaching Model

The implementation of open teaching mode is a systematic project, which needs not only the joint efforts of teachers and students, but also the support of schools.

Firstly, the support from the school. This support includes not only financial support and teaching equipment support, but also the transformation of teaching ideas and teaching arrangements support. The construction of open teaching mode needs a lot of resources both inside and outside the school. The construction of internet, library and laboratory should keep pace. More importantly, in order to achieve a good open-ended teaching effect, adequate class hours and relatively small class size are necessary guarantees. However, due to limited resources, there will be more than 100 large classes in many colleges and universities, resulting in insufficient understanding of students by teachers; due to the one-sided pursuit of "wide caliber", too many courses have been set up, resulting in insufficient class hours for each course, and teachers do not have sufficient time to arrange open-ended teaching.

Secondly, teachers should constantly change their concepts. The key to the successful implementation of open teaching mode lies in the teachers. Teachers in class should be good at changing their roles, establishing the concept of democratic, equal, mutual respect and love between teachers and students; establishing a student-centered teaching concept, cultivating the initiative of students and giving full play to students' creativity; and constantly improving their professional quality, in the selection of teaching materials, case analysis, evaluation of students and other fields. All need to be constantly summarized and improved. Teachers should also constantly try various ways to motivate students to realize their potential. Many students have formed the habit of passive listening and taking notes in class since childhood. It takes a process to change this habit. Teachers should maintain enough patience and advance step by step. As long as all parties work together, the good teaching effect of open teaching mode will be shown.

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