

Thoughts on the Reform of Economics Teaching in Applied Undergraduate Universities

Aixiang Huo

School of Marxism, Xi'an Peihua University, Xi'an, 710125, China

Abstract: *At present, economics courses in applied undergraduate colleges mainly focus on knowledge and neglect skills, and it is difficult for students to form economic thinking. In order to cultivate applied talents, economics teaching reform is imperative. This paper starts with the existing problems and gives corresponding solutions: in the preparation of teaching content, focus on the use of cases to increase interest; establish an inquiry-based teaching model to help students improve theoretical knowledge accumulation and economic thinking ability; Improving the Second Classroom of Economics.*

Keywords: *Applied Undergraduate; Economics; Teaching Reform*

1. Introduction

With the increasing demand for applied talents in society, many universities have transformed into applied universities with the goal of cultivating theoretical foundations, strong practical and creative talents. The macroeconomics course forms theoretical professional knowledge from the basic experience of the mature market economy operation and government intervention in the economy in the past 100 years in Western countries, covering a lot of content, and the theoretical system involves many mathematical formulas and models. It also requires students to have a strong mathematical foundation and thinking ability, and be able to use mathematical knowledge to reason and analyze economic problems, which is difficult. It often makes students boring and intimidating to learn, and understanding is like looking at the moon in the water and looking at flowers in the fog. Students' learning effect is greatly reduced, and even serious loss of interest in learning. [1]Therefore, it is urgent to explore how to teach "dull economics" in a profound and vivid way, so as to improve the professional ability to systematically and rationally analyze economic problems while imparting knowledge.

2. The main problems existing in the teaching process of economics courses

2.1. Lack of effective reforms in classroom teaching

2.1.1. Teaching content focuses on theoretical knowledge

At present, the macroeconomics courses offered by ordinary colleges and universities mainly teach the basic principles of macroeconomics. It involves many mathematical models, the theoretical knowledge is relatively abstract, the logic is tight, the introduction of cases is lacking, and the teaching process is boring and boring. Students are not highly motivated and feel difficult to learn.

2.1.2. Emphasis on knowledge and light on skills, it is difficult for students to form economic thinking

There are few frontier economic knowledge involved in macroeconomics teaching, and it is impossible to fully reflect the whole picture of economic theory research in today's market economy developed countries, and it also lacks explanatory power for some economic phenomena. Most of the examples involved in the course are old-fashioned and have little to do with current economic events, which leads to a disconnect between knowledge and practice, and it is easy for students to reject macroeconomics, which cannot be well realized from the perceptual and piecemeal understanding of economic phenomena and problems.[2]Recognizing the ability to analyze economic problems comprehensively and rationally makes it difficult to form economic thinking.

2.1.3. The teaching method is mainly based on teachers and professors, and students are not highly motivated to learn actively

The subjectivity of students is not well highlighted. Some classrooms are still dominated by teachers

and do not pay enough attention to the process and effect of "learning", nor do they pay enough attention to students' ability training and extracurricular guidance, and classroom teaching methods are relatively simple. At present, some teachers still have a certain degree of "indoctrination" teaching mode, and the use of discussion, participatory, and interactive teaching modes lacks effective interaction, which makes the classroom atmosphere dull and students are motivated to learn. It also declined.

2.2. Lack of effective construction of the second classroom

In many classrooms, there is a situation where the emphasis is on form and light on content. Therefore, in order to change this situation, it is necessary for teachers to set up training objectives for economic professionals in the process of activity design and promotion, and combine them with the curriculum system to effectively coordinate the relationship between the two, and effectively eliminate scene effects during activities. However, many schools have imperfect management systems and lack of effective communication methods and channels among students, making it difficult to effectively integrate school and external classroom resources, so the effect of the second classroom has been affected to a certain extent. In the course arrangement, the second classroom also lacks sufficient time and space, resulting in some second classroom activities that contradict the classroom teaching[3].

3. Discussion on the Causes of Problems in Economics Teaching

3.1. The main reasons for the lack of classroom teaching reform

To a certain extent, students' sense of autonomy is not strong. On the one hand, due to exam-oriented education, some students always think that the teacher is the protagonist of the classroom, and the student's job is to concentrate on listening, paying attention to notes, paying attention to teaching evaluation, and ignoring the cultivation of classroom teaching ability. On the other hand, students' subjectivity in the classroom is weak, the preview in the classroom is not sufficient, and it is difficult for teachers to communicate deeply in the classroom. Teachers' educational philosophy has not kept pace with the times. Some teachers' understanding of classroom teaching is still limited to the traditional educational level, forming a "one-word teaching" mode of thinking, which limits the connotation of the classroom, and the extension of the classroom is also affected to a certain extent. [4]At present, some teachers focus their energy on "in class" when teaching, and neglect their extracurricular guidance. Another point is that the teaching task of teachers is relatively heavy. They focus on completing the work of class hours, and they are powerless to carry out curriculum reform, optimization of teaching content and methods, and improvement of teaching quality.

3.2. The main causes of insufficient connotation construction of the second lesson

The top-level design of the second classroom teaching activity system and the corresponding system construction are not yet perfect. The system of the second classroom, the quantitative assessment and certification mechanism, the scientific operation mechanism, the funds, the venue, etc. are not perfect, and the guarantee mechanism of the second classroom needs to be further improved. Some teaching activities do not fully consider the interests and spiritual needs of students, and do not analyze the purpose and significance of students participating in the second classroom, thus limiting students' learning enthusiasm, autonomy and creativity, thus affecting the teaching effect of the second classroom. Some full-time teachers still have the misunderstanding that "the second class has nothing to do with teaching", lack of guidance and training for the second class tutors, lack of scientific planning, lack of professional guidance, and need to be continuously strengthened.

4. The specific implementation strategy of the teaching reform of economics major

4.1. Improvement measures for classroom teaching reform

4.1.1. In the preparation of teaching content, focus on the use of cases to increase interest.

Outlook Economics is a relatively theoretical course, in which there are many mathematical reasoning, the content is boring, and it is difficult for students to deeply understand and master it. Teachers should intersperse some actual cases in the process of teaching, so that the cases and theories can be confirmed each other, and the students' ability to understand and apply the theory can be strengthened. This teaching

method that combines theory with practice can not only strengthen students' understanding of theoretical knowledge, but also cultivate students' ability to discover and solve problems.

4.1.2. To establish an inquiry-based teaching model to help students improve their theoretical knowledge accumulation and economic thinking ability

Students are the main body in teaching, and teachers are the inspiration and guide to guide students to explore hot economic issues independently, to think actively, to discuss in groups, to communicate actively, to combine theory with practical economic issues, and to encourage students to put forward their own opinions through thinking. , support differentiated and innovative ideas, and focus on cultivating students' thinking ability, application ability and practical ability in digital economy.

4.2. Build the second classroom of economics, and use activities and competitions to improve students' comprehensive ability

Economics teaching reform should focus on the construction of the second classroom. Not only focus on traditional classroom activities, but also organize science and technology lectures, organize competitive competitions, form interest groups or encourage scientific research projects to declare, build a second classroom, enrich its connotation is the key link of economic professional reform, colleges and universities should actively carry out knowledge, interest, science and technology and cultural activities. By organizing such activities, students can gradually understand the practical operation method, so as to better play their role. Apply the knowledge learned to teaching activities to enhance students' practical creativity. The incentive mechanism of the second classroom needs to be further improved. To improve the second classroom teaching management system, reform the assessment and evaluation mechanism. [5]The second classroom is a new teaching mode, it is a new teaching mode. Teachers who perform well should be rewarded in the second classroom teaching, and certain policy support should also be provided in performance evaluation to stimulate students' enthusiasm for learning. At the same time, we should also strengthen the overall management of the second classroom activities. Improve the interactive mechanism of the second classroom work, integrate the second classroom into the talent training system, strengthen the second classroom service system, do a good job in the coordination of the second classroom, so that the connection and integration between the first and second classes can be effectively carried out. [6]At the same time, the applied undergraduate colleges second classroom according to the characteristics of economic discipline, demand to define, only in this way can play to the school internal resource advantage, by constantly build perfect students quality education base, orderly open teaching places, for the smooth implementation of the second classroom provides the material, site guarantee.

4.3. Improve the construction of higher mathematics teaching materials for economics majors

At present, there are many higher teaching materials for economy published in our country market, there are many excellent high-level teaching materials, and there are also some low quality and boring content, but there are very few higher teaching materials for management majors. For economic institutions of higher learning, they should first reflect the teaching objectives, attach great importance to the connection with economic knowledge, eliminate the theoretical system, and attach importance to the application. Secondly, on the premise of ensuring the sustainability and systematization of the specific content of the course, the difficult content capacity can be slightly deleted, and the specific content of the new application cases and economic models can be adjusted appropriately. When setting up economics professional education courses in colleges and universities, they can construct general education courses, technical professional education courses and comprehensive practical course courses. The cross-sectional infiltration of these three courses can better promote students 'learning, help students to develop in an all-round way, improve their social adaptability, and cultivate students' comprehensive literacy. In the education of general courses, two modules of compulsory and elective courses should be established, and the credit proportion of general courses should be increased in the credit setting. In the elective course control module, the multiple aspects of the course are set up. In professional education courses, the credits of elective courses should also be improved, and the credits of compulsory courses should be reduced accordingly. The purpose is to let the students learn their own theoretical knowledge, according to their own hobbies to expand their technical major.

4.4. Attach importance to the application of teaching

In the process of economics teaching, we must pay attention to the openness and practicality of classroom teaching. Can hire relevant experts according to the actual situation to teach, let the students

in the actual unit internship, pay attention to the society, grasp the social and economic development. In the process of economics teaching, it can also improve case teaching, introduce new content by comparing and asking questions, arouse students' enthusiasm, arouse students' ability through self-study, inspire students' thinking, improve the quality of classroom teaching, and then shape students' ability to analyze and solve problems alone. At the same time, with the use of diversified teaching methods, some scientific and technological equipment and the accuracy of the teaching process, let the students experience the joy of learning and training economics.

4.5. Digital learning

Under the condition of information technology, the students who use digital learning resources and methods to conduct the learning process are digital learning. Teachers should make more use of the raw materials of the intelligent multimedia system, allow the students to find and process the data by themselves, use the digital platforms and resources to discuss with the teachers, collect and use the network resources, and optimize the teaching design. In such a learning and training environment, teachers play the identity of the correct guide in the process of students' learning, which not only highlights students' learning subjectivity, but also highlights students' comprehensive ability of economics.

4.6. Actively connect and integrate with the economics professional courses

In teaching, it is necessary to delete the key knowledge that is not in close contact with economics and technology majors appropriately, and adjust the class hours and case teaching appropriately, select representative economic problems, apply high professional knowledge to analyze, analyze and deal with them, and pay attention to the importance of professional knowledge in dealing with economic problems. According to shaping students' ability to solve problems, to assist students to consolidate high professional knowledge in the problem-solving link, and at the same time and understand the importance of higher vocational education in economics course learning. In addition, the students who have more strength and high requirements can meet their learning requirements by upgrading the deeper elective courses.

5. Conclusion

It is necessary to fully consider the school-running goals of application-oriented undergraduate colleges, and pay attention to the application value of economy to college students. Economic teachers in applied undergraduate colleges should be based on the characteristics of the times and the needs of development, conscientiously study educational methods, make full use of modern technology and various advantages, explore new educational methods, and make them truly understand the important role of the economy. It can effectively improve the level of education and teaching in our country.

References

- [1] Hao X. *Exploration on teaching reform of econometrics in applied undergraduate universities [J]. Modern Commerce and Industry* 2021; 42(30): 153-154.
- [2] Mo X, Yang Y. *Discussion on the teaching reform of economics major under the background of the new era [J]. Education and Teaching Forum* 2020; (04): 226-227.
- [3] Zhang X. *Analysis of microeconomics teaching reform in applied undergraduate universities [J]. Small and Medium-Sized Enterprises Management and Technology (Early Issue)* 2019; (08):79-80.
- [4] Wang C. *Promoting the teaching reform of western economics courses with the concept of combining work and learning [J]. Industry and Technology Forum* 2022; (13):207-208.
- [5] Yi X, Liu Y. *Bringing the "dull" economics to life: Reflections on the teaching reform of "Western Economics" [J]. Journal of Hubei Institute of Economics (Humanities and Social Sciences Edition)* 2009; (2).
- [6] Huang L. *Exploration on the teaching reform of macroeconomics course under the background of "golden course" construction -- taking Anhui University of Foreign Languages as an example [J]. Industrial & Science Tribune*, 2022, (9): 210-211.