

Strategy research in the practical teaching of microeconomics

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Abstract: *Microeconomics is a core and basic course for economics and management majors. Highly theoretical is the most notable feature of microeconomics. Besides, it contains a large number of formulas and graphs. This course is not only highly theoretical which focuses on the teaching of basic concepts and principles, but also requires students to be able to use some basic economic analysis methods and tools to solve simple economic problems in real life. It requires that the proportion of practical teaching should be increased in microeconomics teaching and we need to attach more importance to practical teaching. Also, it can develop students' ability to analyze and solve problems. This paper mainly expounds the importance of practical teaching in microeconomics and analyzes the problems in the practical teaching process. In this foundation, it proposed the corresponding countermeasures.*

Keywords: *Microeconomics, practical teaching, countermeasures*

1. Introduction

Microeconomics is a highly theoretical course. However, the understanding and grasp of economic laws determine that students must combine theory with practice. At the meanwhile, students need to strengthen application, and improve their ability to analyze and solve problems. In fact, many of the phenomena around us contain economic rationality. The first part of this essay will talk about the characteristics of microeconomics. The second part will discuss the importance of practical teaching in microeconomics. The third part will discuss about the problems in practical teaching of microeconomics. The final part will give some effective strategies in practical teaching of microeconomics.

2. Characteristics of microeconomics curriculum

2.1 Highly theoretical

As far as microeconomics is concerned, it is a professional basic course, which determines that this course has a strong theory. Mengyu considered that Each conclusion of many theories certain premise assumptions, which will make students feel difficult to understand the relevant theories due to the lack of content that can be combined with reality. ^[1]Due to the lack of social practice experience, lower grade students can not combine theory with reality, resulting in a certain degree of difficulty in understanding theory.

2.2 Multiple research methods

Tsirlin deems that microeconomic research methods including marginal analysis, equilibrium analysis, static and dynamic analysis, etc. ^[2] The comprehensive application of many analytical methods makes it difficult for many students who are weak in mathematics to understand. In the actual process of analyzing a specific problem, the model will be established first, then the hypothesis will be made, and finally the corresponding conclusion will be drawn according to the derivation of the mathematical formula. The complex model building and derivation process increases the learning difficulty for students.

2.3 Mathematical knowledge is frequently used

In the undergraduate stage of microeconomics, a lot of mathematical derivation and geometric model proof have been involved. Many economic theories are derived through mathematical derivation and model proof. It put forward higher requirements for students' mathematical knowledge, and for students who have a general grasp of mathematical knowledge and lack of application ability, there are certain obstacles to master these knowledge.

3. The importance of practical teaching of microeconomics

3.1 Improving teaching effect

Students will have a deeper understanding of the course content and master the operational skills through practical teaching. It is different from the traditional way of asking students to memorize theories, practical teaching focuses on guiding students to understand theories in practice. Practical teaching can make abstract problems visualized and complex problems simplified for students. Ladan considered that through specific practical operations, students can have a more profound and vivid understanding of the theoretical knowledge of microeconomics, and stimulate students' enthusiasm for learning economics. [3] At the same time, teachers can understand students' learning situation more intuitively through practice teaching, and take the initiative to adjust teaching methods and contents.

3.2 Improving students' problem-solving skills

Practical teaching can improve students' practical ability and innovative thinking ability, so that students can better understand theoretical knowledge and master practical skills in solving practical problems. If we do not pay attention to practical teaching, students seem to memorize a lot of unfamiliar theories by rote, but have no ability to analyze and solve problems. This traditional theoretical teaching will weaken students' practical ability. Practical teaching enables students to take the initiative to analyze various economic phenomena, greatly improve their ability to solve practical economic problems, and lay a solid foundation for them to work in the future.

3.3 Meeting the needs of economic development

The highly demand for high-quality and well-developed talents of enterprises requires colleges and universities train more excellent talents through practical teaching, constantly export high-quality talents to society, and promote the rapid development of economy.

4. The problems in practical teaching of microeconomics

4.1 Single practical teaching method

The use of teaching method will directly affect the effect of practical teaching. In the teaching process, most of the time in the classroom is used to teach theoretical knowledge, and there is little time for discussion and questions, leaving little time for students to think actively. In the process of practical teaching, some teachers are used to following the practice teaching methods of other teachers, and can not flexibly use the practice teaching methods. Students can not feel the atmosphere of practical teaching, also they can not play their own subjective initiative in practice teaching. Finally, practical teaching is nothing.

4.2 The rigid practical teaching mode

At present, there is a problem of rigid mode in the practical teaching of microeconomics. The practical teaching relies on in-class practical teaching or practical training learning. Without a specific and systematic practical teaching mode, the effect of practical teaching cannot be guaranteed and students' practical ability cannot be systematically cultivated.

4.3 The problem of practical equipment

The practical teaching of microeconomics needs the aid of advanced teaching software and the place of practical training. However, many schools are limited by funds, teaching concepts and school venues, and do not provide hard conditions for the practice teaching of microeconomics.

5. Effective strategies for practical teaching of microeconomics

Amanda deemed that in order to further improve the practical ability of students majoring in economics and management, it is necessary to solve the problems existing in the practical teaching of microeconomics.^[4] We can build a perfect practical teaching model to stimulate students' enthusiasm for learning microeconomics through a variety of practical teaching activities, so as to effectively improve students' practical ability.

5.1 Based on the classroom, using a variety of practical methods

Microeconomics is highly theoretical and needs to spend a lot of time in classroom teaching. Therefore, classroom is one of the best platforms to implement practical teaching. In the actual teaching process of microeconomics, teachers should reduce the proportion of theory classes, appropriately increase the proportion of practice classes and truly combine theory and practice. The following practical teaching methods can be adopted for the classroom:

5.1.1 Discussion teaching method

Seife holds the view that the main purpose of discussion teaching method is to allow students to exchange their own views and viewpoints through the discussion of a certain economic phenomenon or economic theory.^[5] By sharing and absorbing their own ideas, students can gain a more comprehensive and profound cognitive knowledge. At the same time, classroom discussion can activate the classroom atmosphere and change the traditional situation that teachers teach and students passively absorb knowledge. Finally, classroom discussion can also exercise students' ability in various aspects, including language expression ability, teamwork ability, etc., and cultivate students' ability to solve practical problems.

5.1.2 Case teaching method

The content of microeconomics is more theoretical, so it is very difficult for students to deeply understand the abstract knowledge. But if they can analyze it in combination with practical and specific cases, it will be easier to understand and accept relevant knowledge. The use of case teaching method is mainly to supplement practical cases to achieve the purpose of auxiliary teaching. Students' practical ability can be improved by case discussion teaching method and interspersed case explanation method.

(1)Case discussion teaching method

After students have systematically learned a certain knowledge point, teachers can organize students to discuss current hot economic issues. This kind of discussion can stimulate students' interest and help them free their minds. This kind of special case discussion teaching has very high requirements on cases, requiring cases to be representative and controversial so as to have the value of discussion. Teachers can choose hot issues of common concern in the society as cases, or select a certain economic policy as cases. This kind of case teaching is to improve students' ability to apply knowledge and solve practical problems through the analysis of a certain case. For example, in the teaching of production factor market theory in microeconomics, teachers can combine the employment of college students, which is widely concerned by students at present, and allow students to discuss labor force factors. Through this kind of applied discussion, students can not only correctly understand the current employment problem, but also fully understand the theory of production factors. Such discussions are highly demanding for both teachers and students and also it requires careful organization and design.

(2)Interspersed case explanation method

Zou perceives that case interspersed explanation method is mainly to explain some theoretical knowledge through cases so that students can digest knowledge.^[6] For example, when explaining the theory of elasticity of demand, teachers can choose the case of supermarket promotion and special price activities to let students understand that the supermarket promotion and special price activities can

stimulate the demand of consumers with the theory of elasticity of demand to attract consumers to buy. In this way, students can use the theory of elasticity of demand to analyze some common economic phenomena in daily life and better understand the demand and elastic knowledge. For example, when explaining the concept of margin, in order to let students know the possible effects of each increase or decrease in the number of units, teachers can choose the case of eating steamed buns when hungry: when people feel hungry, they will have a strong sense of satisfaction when eating the first steamed bun, the second steamed bun will feel very fragrant, and when they eat the tenth steamed bun, they may want to vomit. This illustrates the diminishing effect and will give them a deeper understanding of marginal theoretical knowledge through the variation of effects in the case.

5.1.3 Independent teaching

Independent teaching is a three-dimensional teaching method in which students study and teachers guide students according to their needs. It requires that classroom teaching should create a strong atmosphere of independent learning, arouse students' subjective consciousness, mobilize their own learning potential. And then they can become the master of classroom learning and also maximize the role of students in the main body. Teachers in this teaching process can play a leading role in guiding learning methods. The adoption of independent teaching method is conducive to changing the status of students passively accepting teachers' explanations in class. And it can teach students learning methods, guiding students to learn independently, enabling students to participate in the whole teaching process, becoming knowledge explorers and discoverers, and promoting students' all-round development. At the same time, teachers can discover students' abilities and interests and also further understand students' needs and implement individualized teaching. In the end, it can improve the quality of teaching. In the teaching of microeconomics, in order to test the learning effect of students, teachers need to let students practice various objective question types (such as multiple choice questions, calculation questions, drawing questions, etc.). Therefore, students are required to fully mobilize their initiative and practice diligently. Teachers should leave enough time for students to solve problems. And in the process of explaining exercises, they should inspire students to think positively, find solutions to problems, and let them actively participate in the process of transforming theory into practice. This will enable students to understand the knowledge more deeply and achieve better teaching results.

5.1.4 Transposition teaching

In view of the limitations of the cramming teaching method, transposition teaching method can be adopted in the teaching process to exert the leading role of teachers. In class, teachers should put forward some questions to students according to the teaching content and requirements, also they should carry out teaching and learning in the process of asking and answering, and fully mobilize students to think about problems with existing knowledge to understand and explore the new knowledge. To this end, teachers should strive to create a lively democratic atmosphere, encourage students to actively participate in classroom teaching. Teachers should always remember that their status is equal to students, and the activities of students are interactive. By answering students' questions, correcting homework, reviewing dissertations and other channels, teachers can also master many new ideas, skills and unique perspectives to solve problems.

5.1.5 Scenario simulation design

This paper attempts to design three scenarios for students to make decisions and behavior choices:

(1) How do you adjust your factor inputs?

Imagine that you are an entrepreneur with two factories that use the same two factors of production, capital and labor. But they have different production techniques. The production function of plant 1 is the Leontief production function, and the production function of plant 2 is the Cobb-Douglas production function. How do you adjust the quantity of factor inputs when workers' wages rise?

(2) Do you feel any pressure being mayor?

Imagine that you are a village chief who wants to organize people to raise money to build a water tower. The reaction of the villagers varied widely, with some villagers expressing strong support, some villagers making it clear that there was no need to build. And some villagers taking an ambiguous attitude without a clear opinion. What principles would you adopt to determine whether a water tower should be built?

5.2 Make full use of school resources and adopt project teaching

In order to improve the practical ability of students majoring in economics and management, it is necessary to organize them to carry out various practical activities which need the strong support of the school. Schools can set up in-school training rooms and develop supporting practical teaching software for economics and management majors so that students can enter into simulated project situations and have a clearer understanding of economic phenomena. For example, teachers can use the training room on campus to divide students into two groups and let them compete for the same foreign project as two companies. Teachers can select students to form a team in charge of a foreign project. If the two companies want to win the project, they must communicate and communicate with the team in charge of a foreign project. They have two choices, one is to win the project by normal methods without bribery, and the other is to buy the team members by bribery. Through the choice of bribery or not bribery, students can understand the prisoner's dilemma more clearly. This requires schools to provide training venues and platforms.

5.3 Upgrade teacher skills

With the development of the skills competition, the role of teachers has been more and more reflected, guiding and training students before the competition, summarizing the experience after the competition, and gradually a group of excellent teachers stand out and become excellent competition coaches. With the improvement of teachers' vocational education ability, the teaching objectives, contents and methods in the process of training students are more clear and specific, and closer to the needs of industry and enterprises. Enterprises, industrial culture and thinking are used to arrange teaching, and the law of talent training in higher vocational education is explored. We can promote the teachers' comprehensive service ability so that they can train students' vocational ability

5.4 The combination of schools and enterprises makes practical teaching on-site

The practical teaching of economics and management students must be closely related to the actual position, and the school should make full use of the advantages of school-enterprise cooperation to carry out the practical teaching of microeconomics. For example, in the practice teaching, excellent economic and management talents from enterprises can be hired to give on-site explanations in schools, so that they can talk about their understanding of relevant theories of microeconomics in combination with actual work. And also they can tell students which kind of microeconomic theories are commonly used in actual work and which phenomena can be explained by microeconomic theories. Through their live explanation, students can feel the practicality of microeconomics and pay more attention to practical teaching. We can also make use of the complete cases of economic activities related to the development of enterprises, so that students can analyze how to solve the problems in economic activities. And also they can understand what the economic management talents of enterprises should do and overcome the crisis in these economic activities. It can also allow students to go to the economic and management positions of enterprises so that students can closely understand the requirements of economic and management positions. In conclusion, they can establish job awareness and improve their own high standards in daily practical activities.

5.5 Encourage students to go out and do research projects

Microeconomics includes many economic theories such as supply and demand theory, production theory, cost theory and so on. These theories all revolve around economic activity. In order for students to learn these theories better, they must be exposed to certain economic activities. Therefore, teachers should regularly organize students to conduct research on economic activities. We need to do the following work in the off-campus project research:

Firstly, we need to choose the proper project. Off-campus project research activities require the project to be realistic and authentic, so the project should be selected nearby so as to facilitate students to visit, investigate and research on the field. In addition, it is necessary to select feasible projects. For example, some enterprises are completely closed management and students cannot enter them to conduct research. It is inevitably difficult to carry out research on the economic activities of such enterprises.

Secondly, we need to define the project Settings. To guide students to do project research in enterprises, they must be more clearly understand the relevant theoretical knowledge in

microeconomics. Therefore, teachers must make students clear their research tasks and set up research projects before the project research activities. Several important theories in microeconomics can be set up as sub-projects, and students can complete the sub-project research in turn. For example, taking the microeconomic analysis of a certain enterprise as the general project, students can conduct sub-task research such as: to analyze the supply and demand of an enterprise. In this analysis, students need to complete the investigation and analysis of the demand, supply, and demand price elasticity of the enterprise. The second is to analyze the consumer behavior of the enterprise. In this analysis, students need to complete the preliminary investigation of the consumer behavior of the enterprise and give suggestions to the enterprise to provide valuable suggestions on how to maximize the utility of the consumer. The third is to analyze the producer behavior of the enterprise, analyze the production input factors of the enterprise and then investigate the short-term production function of the enterprise. Through these project Settings, students are allowed to digest relevant microeconomics knowledge while completing the project.

Thirdly, project presentation and evaluation is important. It is necessary to show the results of student project research practice and ask students to make PPT or research report to show their research results. At the same time, it is necessary to establish an assessment method based on students' practice. The results of the practice part should be included in the assessment of microeconomics to improve students' enthusiasm to participate in practical teaching.

5.6 Fully rely on the advantages of multimedia and Internet resources

With the development of social economy, multimedia teaching has been popularized in all colleges and universities. Driven by multimedia equipment, the school has realized the purpose of improving the teaching quality. So, in the practical teaching of microeconomics, we should also make full use of multimedia, maximize the enthusiasm of students and show the characteristics of teachers' teaching. Also it can seek breakthroughs in teaching methods and lesson preparation methods. The popularization of the Internet can also become a concrete way to promote the reform of practical teaching of microeconomics. Email, online disk, etc. can be used as a platform for teachers and students to contact. Students can use this way to raise relevant questions, or express their own opinions. Teachers can also put their own materials on the surface for students to consolidate specific knowledge after class, teach students to solve doubts, and truly achieve teaching and learning.

6. Conclusion

Microeconomics is a very important course. Well learning of this course is the basis of students' professional study. Due to the strong theoretical nature of this course, many teachers use the teaching method of emphasizing theory over practice in teaching, which makes the teaching mode rigid and finally, students lose interest in learning. In the new era, with the change of the concept of talent training, the proportion of practical teaching in the whole teaching will rise. We must adopt effective strategies to improve practical teaching and improve the effectiveness of practical teaching. Only by improving students' interest through various means and methods, updating a series of ideas and methods, and enhancing students' ability to discover, analyze and solve problems, can fully cultivate students' practical application ability. And students' employment competitiveness and work adaptability will also be improved.

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