

Innovation and Entrepreneurship-Oriented Economics Projectization Teaching Reform

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Abstract—As a social cradle for cultivating talents, colleges and universities have formed a new trend of innovation and entrepreneurship under the guidance of the policy direction of mass entrepreneurship and innovation. Therefore, it should also comply with the impact of relevant national policies. From the cultivation of talents to the design of courses, we must reflect the direction of innovation and entrepreneurship. All majors in finance and economics are professional basic courses, in order to achieve the goal of innovation and entrepreneurship to better cultivate all students' practical skills to make up for the lack of traditional teaching. In order to achieve the goal of entrepreneurial innovation, improve the students' practical skills and make up for the shortcomings of traditional teaching, the author proposes to realize the projectization teaching reform.

Keywords—Economics, Projectization, Teaching reform, Innovation and entrepreneurship

I. INTRODUCTION

The economics major has the characteristics of strong theoretical and unclear occupational orientation. The essence of economics determines that the core of economics professionals training is to enable students to understand and master a new way of thinking and ability--the economic thinking, to analyze the diversified and dynamic social and economic phenomena more rationally and thoroughly. However, for a long time, the economics majors in colleges and universities generally adopt a knowledge-oriented curriculum teaching model centered on "teachers". It is difficult to effectively train students' economic thinking ability, which not only affects the enthusiasm of students, but also weakens the professional competitive advantage. Based on its own experience in educational practice and various cases, this paper puts forward a teaching case based on innovation and entrepreneurship education, comprehensively analyzes various specific implementation plans, and points out the links that should be paid attention to in specific implementation.

II. THE ESSENCE OF ECONOMICS AND THE GOAL OF TALENT TRAINING IN ECONOMICS

Marshall, a representative of the neoclassical economics, said that "economics is a process of discovery, a way of thinking, not a specific truth itself." Keynes, the father of macroeconomics, also pointed out: "It (economics) is a method, not a dogma. It is a tool of the mind, a kind of thinking that helps people who have it get the right conclusions skill." Thus, the economics discipline emphasizes an analytical method or framework for studying economic behaviors and phenomena. This analysis framework is highly standardized and consistent, and consists of three main parts: perspective, reference system, and analysis tools. Economics professional education is to let students accept the training of modern economic theory from these three aspects, understand the theory, thinking and tools of modern economics, and use this framework to analyze and solve real economic problems. Therefore, in the economics major of undergraduate colleges, the goal of talent training emphasizes that graduates should become senior applied talents, be proficient in modern economic analysis methods, have broad knowledge, and comprehensively use economic tools to analyze various social and economic phenomena. It has the ability to expand penetration into the relevant professional fields of economic management. Obviously, the core of talent cultivation is to enable students to use knowledge as a carrier to master a new way of thinking and ability--the way of thinking and ability of economics.

Economics has a strong theoretical and professional orientation is not very specific and clear, so it is difficult to break down clear and specific professional or job skills. We believe that economic thinking ability is mainly reflected in theoretical thinking, applied thinking, comprehensive thinking and creative thinking, especially critical thinking, based on modern economic analysis methods or frameworks. The strong theoretical and complicated socio-economic phenomena of economics major determine that critical thinking should become the core competence of economic thinking, and this is the weak point of undergraduate economics teaching. The famous economist Qian Yingyi believes that even if one learns all the knowledge of human beings, without the ability of critical thinking, it is impossible to be a top talent capable of creating new knowledge and creating new careers. This is also the reason why he promoted the critical thinking training of students in the School of Economics and Management of Tsinghua University. Even in the training objectives of economics professionals in ordinary undergraduate colleges, "application type" is not simply to set specific professional ability or job skills by setting specific professional directions such as company economy and logistics economy. It is more expressed in the study of these professional knowledge, based on modern economic analysis methods or frameworks, through critical thinking, acquire an ability to innovate and make decisions that are higher than the specific professional ability or professional skills. This goal of cultivating talents with economic thinking and ability as the core of training determines that the economics major needs to adopt a competency-oriented curriculum-based teaching model.

III. CULTIVATING STUDENTS' INNOVATION AND ENTREPRENEURSHIP IN THE PROCESS OF ECONOMICS PROJECTIZATION REFORM

Projectization reforms hope to increase students' perceptual knowledge and operational skills so that they can solve

problems in the process of completing the project. Students are taught through the basic learning methods of thinking, learning, and doing, so that students can learn to think independently when they are doing projects. When they encounter difficulties, they will check the learning materials and improve the overall quality of students in practice. Because the traditional teaching methods and textbook content are mainly chapters, emphasizing the systematic nature of knowledge, teachers basically follow the textbooks according to the textbook, mainly using ppt as the main source of information, which makes students have certain difficulties in understanding. Students are reluctant to accept traditional text-based teaching methods. Their attention is often focused on mobile video, audio-visual materials, etc., so how to grasp the students' attention and make it easier for them to understand the text information on the textbooks will be the key to curriculum reform. The project-oriented curriculum reform aims to allow students to actively seek information in the process of completing tasks, and then to understand through self-thinking or group discussion, and finally report the completion of the project to the teacher in the form of PPT. Through repeated practice, students develop the habit of self-learning and self-thinking. At the same time, they have the ability to collaborate with others and communicate with others. They lay the foundation for both employment and entrepreneurship after graduation.

IV. INNOVATIVE AND ENTREPRENEURIAL-ORIENTED PROJECTIZATION TEACHING MODE

Projectization teaching is a kind of teaching mode that selects, organizes and learns work knowledge centering on the actual work tasks of students' future innovation and entrepreneurship. It is a kind of "behavior-oriented method" and the main direction of current vocational education curriculum reform in China. The project teaching method is a teaching activity organized by teachers and students to jointly implement a complete project work. It changes the teacher-centered "full class irrigation" teaching mode in traditional teaching in the past, emphasizing the interaction between teachers and students. Through the decomposition of teaching projects and task-centered organization, it breaks through the disadvantages of the traditional teaching mode theory and practice, away from professional work tasks and production practice, so that the theoretical teaching content and practical teaching content are organically integrated through the project.

The projectization teaching mode should conduct post-group analysis through market and professional post research, and then refer to the relevant professional qualification standards, analyze the post work process, coordinate the skill points and knowledge points of each process, and design skill training programs. Projects should be arranged according to the work process, form the course content with the work process as the logic, and break through the logical ordering of the subject knowledge system.

After the skill training program is determined, we need to refine the typical work tasks. After that, we can adopt a "task-driven" teaching method to guide students to learn. The so-called "task-driven" is in the process of learning skills, students with the help of teachers, closely around a common task activity center, driven by strong problem motivation, self-exploration and interactive learning, and at the same time as completing the established tasks, the students are guided to produce a learning practice. "Task-driven" enables students to learn in the exploration with real tasks, to constantly gain a sense of accomplishment, to stimulate their desire for knowledge, and to cultivate self-learning ability of independent exploration and courage to forge ahead.

Design tasks are a key part of the "task-driven" approach. The teacher should design the total task according to the skill training project, and then decompose the total task into some sub-tasks according to the professional post requirements and work process. Through refining tasks, students can be clear about their learning direction and goals. In the process of completing these sub-tasks, students can discuss and check the information. When encountering difficulties, the teacher will explain some necessary theoretical knowledge and finally determine the solution of the task. In this way, from "sub-task" to "total task", the purpose of completing each teaching project is achieved.

Through the design of skills training programs, task decomposition and other activities, students are completely in the real work situation or environment, to achieve "doing in the learning, learning in the doing", combine theory with practice, improve vocational skill level in practice, complete the training of students based on work process ability, and lay a solid foundation for future innovation and entrepreneurship

V. PRACTICE AND APPLICATION OF ECONOMICS PROJECTIZATION TEACHING

A. Preparation Before Class

First of all, the content of the theoretical class must be carefully prepared by the teachers, because the theoretical system of economics is very complex and has a wide range of connotations. Therefore, it is basically impossible for teachers to want to cover everything in their teaching. The teaching methods of teachers are very important. Teachers need to reorganize the principles of teaching content. Each principle should be explained and cleared, and the method needs to be clear. For some less important content, it will be put into the online platform for students who are interested in the after-school learning for further study. At the same time, teachers should carefully select typical and practical cases, and need to be novel, suitable for national conditions, strong persuasive ability and demonstration ability.

B. Organization of Classroom Teaching

Group discussion is the main way of classroom learning. The general practice is to send all the materials needed for each project to each student before class, and ask students to preview the case in the project. In the course of the class, the students in the class should be divided into several groups. After the teacher has finished the relevant theoretical knowledge, it is necessary to carry out 5-10 minutes of self-discussion practice. Then each team will come to the stage to tell oneself. The group's solution

to the problem was finally discussed by the teacher on the students' plans.

C. Conduct After-School Discussions

Heuristic-based has now become the most basic way for students to learn economic principles, so now we need to use the network resources of the network platform to make students become passive learning for active exploration. We must combine the theoretical case with the actual situation and the teacher should guide the students to think positively, and cultivate the economic thinking mode with the teacher through good interaction. Due to the current level of technology development, students use a wealth of network resources and online platforms to extend and consolidate classroom teaching. Students can use the network resources for after-school counseling and Q&A, and look up the bibliography. Teachers can discuss hot topics by setting up a discussion special edition and analyze the results of each person's comments and comment on the best answer. After a long period of accumulation, the difficulty analysis library can also provide a good platform for students who are interested in further study and enable more students to join the team.

D. Summary of Curriculum Reform

Economics has now become a very strong course of theoretical and practical significance. In the past teaching process, students have found enthusiasm and lack of theoretical teaching shortcomings, lack of teaching methods and practice, and single examination and examination methods. It is not suitable for cultivating talents for innovation and entrepreneurship in modern society. The professor's thoughts are mainly difficult to understand. These bad teachings can easily lead to a decrease in the learning nature of economics. Therefore, the curriculum reform has become very important, so the teaching model is a project-based teaching model that takes a variety of teaching methods through decomposition. The whole process of examination and three-dimensional examination is more conducive to the cultivation of students' independent ability and the cultivation of innovative ability.

VI. SUMMARY

In the teaching activities in the economics classroom, the integration of the curriculum projectization teaching mode is a teaching method that adapts to the economics thinking ability with the economic thinking ability as the core and the professional direction of the vocational skills, and can effectively improve the teaching efficiency. It is of great significance to improve the knowledge structure of college students' innovation and entrepreneurship and to effectively enrich the curriculum of entrepreneurship education, to stimulate students' interest in learning, to cultivate their sense of innovation, to innovate their skills, to innovate, and to solve the problems of college students' innovation and entrepreneurship.

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