

Problems and Countermeasures in Experimental Teaching of Agriculture and Forestry Economics and Management Specialty in Colleges and Universities

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Abstract: The major of agricultural and forestry economic management is one of the more traditional majors in the history of higher education in my country. In the process of social development in my country, it has trained a large number of talents related to agriculture and rural economic management for the country. This paper analyzes the problems existing in the experimental teaching of agricultural and forestry economics and management, and finds out solutions. Under the current experimental conditions of colleges and universities, through reasonable organization to select more excellent teachers, and maximize student creation Ability and operational ability to comprehensively improve the teaching quality of agricultural and forestry economic management majors in colleges and universities.

1. Introduction

With the reform of my country's economic system and the vigorous advancement of new curriculum reforms, the disciplines of universities have also been subdivided. The number of students enrolled in the agricultural and forestry economic management majors has also been declining year by year compared with other majors. The main reason for this is that Many colleges and universities did not pay enough attention to experimental teaching, which led to students' poor practical skills and insufficient innovation in the process of experiments. In response to these problems, the relevant departments have also paid attention to this point and adjusted the training of talents in accordance with the needs of the market. Goals, deepen the reform of experimental teaching, increase investment in construction, bolder and innovative teaching reforms have achieved good results in recent years.

2. Problems Existing in Experimental Teaching of Agricultural and Forestry Economics and Management Specialty in Colleges and Universities

2.1 Heavy Formalism, Implementation is Not in Place

The current experimental teaching of agricultural and forestry economic management majors in colleges and universities has improved the quality of experimental teaching after reforms. However, there are still many colleges and universities that have not deviated from the concept of traditional education. The most important point is that the formality is ignored, and the theoretical results of students are too much. At the same time, there is no strict assessment standard. When conducting the experiment, formalism is greater than pragmatism. Only the qualified report of the experiment is submitted, but the experiment process is not strictly assessed. The teacher is in the classroom teaching process. , It is more random teaching, and there is no better use of teaching software to teach. When the theory is explained, it is repeated lesson preparation materials.^[1] In addition, many experimental teachers try to save trouble. During the experimental class, most of them still use classroom explanations instead of experimental classes.

2.2 Weak Faculty

The major of agricultural and forestry economic management in colleges and universities is a

comprehensive experiment composed of basic management courses, management, accounting, statistics, financial management and other disciplines. When these courses are required to conduct comprehensive experiments, there are not more teachers to take on these courses in real life, which leads to the need to conduct separate teaching or experiments for each course. Faced with the shortage of teachers, many colleges and universities will Teachers also serve as experimental teachers, which becomes an in-class experiment, and in-class experiment is the teaching philosophy of traditional education, resulting in no connection between the various courses. In addition, since the in-class experiment has become a comprehensive experiment, the time of the experiment is also delayed in the future. The real-time verification effect of the in-class experiment is very limited, and the effect is not obvious.

2.3 Unreasonable Distribution System

Generally, an experimental teacher can bring 30 students. Under such circumstances, if the workload is increased, the teacher's remuneration will be increased. The teaching is based on a unit of 30 people. For the teacher, it is already very exhausting. Large time and endurance, and the benefits are not high, especially for the agricultural and forestry economic management major experimental schools, the benefits of experimental courses are not high compared with theoretical courses, and there is no freedom of theory courses during the experimental courses, because Experimental classes are subject to various experimental management systems, and various procedures are more cumbersome. Therefore, experimental teachers in many universities are resistant to experimental teaching, at least in a state of passive teaching, which makes certain projects unable to Implementation, such as some difficult, time-consuming and laborious experimental projects, prevents students from getting higher-quality experimental learning. The irrationality of the distribution system is the main reason why the quality of experimental teaching cannot be guaranteed.

3. Measures for Agriculture, Forestry, Economic Management Experiment Teaching Issues Taken by Professional Colleges

3.1 Establish a Strict Appraisal System

When evaluating the experimental class, it should include the results of the experimental class and the quality of the experiment. It is not comprehensive to replace the final result with the result of a certain item. In the evaluation of the students' experimental class results at the same time, it should be given the same attention as the theory class, and individual assessment should be carried out. It is reasonable to determine that both comprehensive experiments and design innovative experiments should account for a certain proportion of the experimental class. To evaluate the quality of experimental teaching, we must conduct regular assessments. We should also conduct verification experiments and design verification in the total experimental ratio so that students can accept them, and actively listen to students' evaluations of teachers. Experimental teachers should be leaders and students. Increased under the double supervision of the students, increase the sense of responsibility of teaching, and improve the quality of teaching, it will definitely be very beneficial to the students' experimental level.

3.2 Optimize Teachers Strength

A competition mechanism should be implemented among teachers in colleges and universities, and teachers with strong theoretical and practical abilities should be given priority. This is the most effective and convenient method for experimental teaching of agricultural and forestry economic management in colleges and universities, and it is also the way to improve teaching. The most reliable method of quality. These teachers are called dual-qualified teachers. The quality of theoretical teaching and the high quality of experimental teaching can lead students to implement comprehensive quality improvement under the requirements of curriculum reform, that is, increase students' understanding of learning theory. The ability to comprehend knowledge has strengthened

the students' ability to experiment. However, many teachers in colleges and universities are still affected by traditional teaching. Many highly educated teachers are unwilling to carry out experimental teaching. This requires schools to do their work as teachers seriously, and combine their positions and appraisal titles. The policy-oriented guidance of the university allows teachers to realize the importance of experimental teaching to students majoring in agriculture and forestry economics and management, fully mobilize teachers' enthusiasm for teaching, change the traditional workload distribution system, and actively transition from theoretical classes to experimental classes. The ratio of lectures to theoretical lectures has widened and even tilted more toward experimental classes.^[2] The school should allocate more teachers to suitable positions through competitive advantages.

3.3 Innovative Teaching Methods

At present, many experimental teaching methods and methods are relatively backward. For professional basic theoretical experiments, traditional methods are still used, such as unified answers, unified results, and exercise exercises. There is no authoritative conclusion, especially subjective experiments. There are no fixed answers to such experiments. For example, in financial management, teachers in colleges and universities do not have relevant work experience. When teaching management and investment planning to students, it is difficult to meet the actual requirements of the enterprise and create real benefits for the enterprise. Therefore, the teacher is When conducting education in this area, it is impossible to give a correct evaluation. As long as the student submits the experimental report, it is not too outrageous, and will be given a passing score. This method can not make the students motivated, and at the same time, it cannot be effective for the backward students. The role of encouragement.

To thoroughly reform the experiment, we must first change the teacher's teaching method. In traditional experimental teaching, when teachers impart knowledge, they are the result of a unified answer. Even the exercises are nothing new. They are always in the same place. In a rigid model. Discuss, re-experiment, and re-discuss should be adopted during reforms. Only through this kind of developmental teaching, the whole discussion runs through the whole teaching, so as to cultivate students' ability to think and analyze and solve problems. The promotion.

4. Conclusion

Problems existing in experimental teaching of agricultural and forestry economic management major in colleges and universities. The first is to focus on planning and neglect implementation, so that the excellent experimental teaching system is discounted. At the same time, there is a lack of excellent experimenters, which makes more experimental classes be independent. Some experimental teaching methods and methods are relatively backward, and the workload of experimental teaching is imperfect. The distribution system is unreasonable. Therefore, it is necessary to take corresponding measures to solve the problems in experimental teaching to fundamentally change the phenomenon of insufficient traditional teaching innovation ability, so as to broaden the employment scope of students and satisfy the society's demand for human, agricultural and forestry economic management professionals. need.

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