

Discussion on Economics Teaching in Undergraduate Institutions on the Cultivation of Applied Talents

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Keywords: Applied talents, Undergraduate institutions, Economics specialty, Teaching innovation

Abstract: Although the goal of talent training in undergraduate institutions is gradually developing towards applied talents, the reform level of economics specialty in undergraduate institutions is deficient, the advanced teaching methods are relatively low, the teaching mode lacks diversified characteristics, the assessment method is not rational, and the teaching content design is not properly chosen, which leads to the difficulty of improving the quality of economics teaching. Therefore, taking the training of applied talents as the background, this paper makes a detailed analysis of the effective innovative ways of economics teaching in undergraduate institutions, so as to lay a solid foundation for further improving students' professional quality.

1. Introduction

With its own uniqueness, economics majors in undergraduate institutions have formed their own teaching methods in the long teaching process. However, in the process of the continuous development of China's social situation and the changing demand for talents, the traditional teaching methods of economics have been unable to meet the students' learning needs and professional development needs. Their scientificity is becoming weaker and weaker, and it is difficult to cultivate a large number of compound application talents for the society. Especially in the process of innovation and development in undergraduate institutions, the shortcomings of economics teaching are becoming more and more obvious, posing a great challenge to teachers to effectively carry out professional teaching. In the process of reforming and innovating economics teaching, we should not only correctly recognize and attach great importance to the significance of teaching reform in improving students' practical ability and innovation ability, but also always take the cultivation of applied talents as the goal orientation to ensure that the design of teaching content and teaching knowledge are highly consistent with the actual needs of the market, fully introduce enterprise practice into classroom teaching and make use of the joint teaching mode of schools and enterprises to make the teaching of economics gradually develop in the direction of reform and innovation of "zero difference between production and learning".

2. Fully Implement the Strategic Measures of "Introducing And Leading out"

First, experts from cooperative enterprises are employed as teachers or instructors of economics. Teachers explain the basic theoretical knowledge of economics to students, and enterprise experts teach students practical knowledge of economics. For example, in the process of explaining the relevant knowledge of elastic demand to students, teachers can start with the concept, types and influencing factors of elastic demand, so that students can fully master the theoretical knowledge of elastic demand. After the explanation of this part of knowledge, enterprise experts, combined with their rich practical experience, explain the role of elastic demand in enterprise product pricing to students in the form of cases, so as to ensure that students can truly experience the function of elastic demand through real cases in enterprises. In the process of enterprise experts explaining specific cases, students can not only consolidate the theoretical knowledge taught by teachers again, but also deepen their understanding of relevant theoretical knowledge, so as to effectively integrate

theory and practice and use theory to guide practice.

Second, in the process of teaching economics, undergraduate institutions should set a certain proportion of class hours, organize students to visit cooperative enterprises, carefully observe, analyze and understand the actual operation of enterprises, and fully grasp the output process of enterprise products. Through field visits to cooperative enterprises, students can have close contact with enterprises, establish the awareness and ability to closely connect theoretical knowledge with practical operation in their minds, and fully apply what they have learned ^[1].

3. Reasonably Introduce “Economic Sand Table” in the Process of Carrying out Modern Economics Teaching Practice

Through the effective use of the “economic sand table”, students can fully grasp the microeconomic theory while mastering the knowledge of macroeconomics. In the western “economic sand table”, it is assumed that the macro economy and micro economy are composed of product market and factor market. The participants in the relevant market are mainly the government, production enterprises and consumers, and the product market includes two levels: raw material market and consumer goods market ^[2].

For example, in the actual sand table deduction process, it is assumed that automobile manufacturers and household appliance manufacturers are the representatives of the consumer goods market, steel manufacturers are the representatives of the raw material market, and the government and consumers are the suppliers controlling the factor market. Then all the students in the class are divided into nine groups. One group plays the government and consumer team, two groups play the automobile manufacturer, four groups play the home appliance manufacturer, and two groups play the steel manufacturer. The teachers assign different responsibilities to each group, and each group carries out relevant work according to its own responsibilities, so as to fully understand the operation process of the specific organization. In the process of using the “economic sand table”, we can simulate the operation process of macro-economy and micro-economy through role-playing and chip deduction, create an economic environment with high authenticity, so that students can fully understand the economic behavior of the government, enterprises and consumers in real life, clearly understand the economic behavior relationship among the three, fully integrate the operability, practicality and experience. Students can deeply experience the macro-economic regulation and microeconomics in the process of role practice and scenario simulation, so as to ensure that each student has different degrees of harvest ^[3].

4. Ensure That the Class Hour Allocation is Highly Reasonable and Make Appropriate Choices for the Teaching Content

To ensure that the role and value of the “economic sand table” simulation exercise and the joint training of schools and enterprises are brought into full play, economics teachers in undergraduate colleges must reasonably adjust the specific teaching contents in combination with the actual cognitive needs and interest characteristics of students, and take the training of applied talents as the goal orientation ^[4].

Under normal circumstances, the teaching of economics in undergraduate colleges is mainly composed of macroeconomics and microeconomics, which are taught separately. The credits of each course are 3 points and the class hours are 48.

For example, in the process of teaching professional knowledge of microeconomics, due to the constraints of class hours, it is impossible to explain the contents of the whole book in detail. Therefore, in the actual teaching process, teachers must make reasonable choices for the teaching contents in combination with the teaching objectives and students’ learning situation, so as to ensure that the class hour allocation is highly reasonable. Especially when enterprise experts participate in classroom teaching, whether the class arrangement is reasonable has an important impact on the teaching effect. In this regard, the best solution is to break the course content, make the relevant knowledge form different modules, and carry out the course teaching in the form of modules.

Teachers can divide the relevant knowledge of microeconomics into seven modules: economic analysis tools, consumer behavior, enterprise behavior, distribution process, market failure, visiting enterprises and general review. The teaching of each module should be jointly taught by economics teachers and enterprise experts in undergraduate colleges. On this basis, the rational application of “economic sand table” simulation exercise can effectively unify the theoretical knowledge and practical skills of economics [5].

5. Schools and Enterprises Work Together to Formulate Specific Assessment Methods

In the process of carrying out the examination of traditional economics, colleges attach great importance to the examination results of theoretical knowledge, and the examination method is usually dominated by written examination, which not only seriously hits the enthusiasm of students to learn the relevant knowledge of economics, but also makes it difficult to achieve the teaching objectives. By actively cooperating with enterprises, introducing enterprise experts into specific course teaching, and jointly formulating assessment questions and designing assessment methods by enterprises and economics teachers in undergraduate colleges, it can not only effectively change the traditional single assessment method, but also fully mobilize students' learning enthusiasm [6].

For example, teachers and enterprise experts can divide the assessment methods into three modules: written examination, enterprise development and group discussion, in which written examination accounts for 30% of the total score, enterprise development accounts for 50% and group discussion accounts for 20%. The written examination content is mainly put forward by the economic teachers of undergraduate colleges, which makes a comprehensive investigation on whether the students fully master the basic theoretical knowledge of economics. Enterprise development is mainly proposed by enterprise experts. First, students are brought into the enterprise, and then the enterprise assigns work tasks related to economics to students. Then students complete relevant tasks according to their own economic knowledge and skills. Finally, the enterprise evaluates the students' completion of tasks and gives corresponding scores. Group discussion is based on the expansion of the enterprise. Teachers and enterprise experts work together to formulate assessment topics. Students carry out group discussion according to specific topics, and teachers and enterprise experts score students in combination with students' actual performance in the discussion process. This can not only effectively improve students' team consciousness, organizational ability, practical ability and practical ability, but also achieve the teaching goal of learning for application [7].

6. Conclusion

The traditional economics teaching in undergraduate colleges attaches great importance to the teaching of theoretical knowledge and seriously ignores the cultivation of students' practical ability, which deviates from the educational goal of cultivating applied talents. In the process of innovative reform of economics teaching in undergraduate colleges, we should always follow the goal and principle of cultivating applied talents, introduce enterprise experts into classroom teaching, ensure the effective implementation of various measures of school-enterprise cooperation, truly embark on the road of joint teaching between enterprises and schools, and improve the effectiveness of economics teaching. On this basis, it is necessary to analyze the problems existing in the process of teaching reform in detail to clearly understand the causes of relevant problems, take corresponding and effective measures to properly solve relevant problems, actively change traditional teaching ideas, constantly think and explore modern teaching methods, and continuously improve students' innovation ability and practical ability, ensure that the teaching effect is further optimized and improved.

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