

# Problems Existing in the Teaching of Western Economics and Countermeasures

Ping Wang

School of Yunnan Technology and Business University, Yunnan, 651701, China

**Keywords:** Western Economics; Teaching Content; Teaching Method

**Abstract:** Western economics is a basic and core course for undergraduates majoring in economics and management. It has many contents and Abstract theories. In the actual teaching process, teachers and students will encounter different degrees of difficulties. At present, some problems have arisen in the teaching process of western economics in China's colleges and universities, which are mainly manifested in the deviation of teaching guiding ideology, the single teaching method, the incomplete teaching content, the old teaching methods and the unreasonable assessment methods, which make the teaching effect unsatisfactory. This paper analyzes the problems existing in the teaching of Western economics in current universities, and puts forward corresponding countermeasures and suggestions for teaching reform. In order to improve the quality of teaching in Western economics, teachers should carefully write and select teaching materials, play an active guiding role, enhance students' subjective learning, and finally realize the significance of teaching reform.

## 1. Introduction

Since the reform and opening up, our country is gradually moving towards a complete market economy. Western economics has entered our colleges and universities, and together with Marxist political economy, it has become the main course of economic specialty in Colleges and universities. From the current situation, although students are interested in this course, there are some obstacles in the learning process [1]. The content of the textbook that students are learning at present is the modern mainstream western economic theory and related policy propositions, which are compiled by the neoclassical comprehensive school represented by Samuelson. As the main core course of talent training programs in colleges and universities, Western economics has received much attention in most colleges and universities. It is not only a compulsory course for majors, but also has more class schedules [2]. How to correctly treat and deal with the relationship between Marxist economics and Western economics, how to open and teach these two economics and their scheduling in the economics teaching and research of colleges and universities. All of this requires us to conduct a deeper analysis of it.

China's current market economy and the western developed capitalist market economy are different in nature, development level and environmental background, which makes it difficult for university teachers to teach Western economics courses, and students are confused [3]. At present, both the teaching mode of western economics and the training mode of talents in Colleges and universities need to be adjusted and reformed according to the national talent training strategy and students' learning needs in order to meet the needs of the development of the times [4]. There are also some misunderstandings in the teaching process, which greatly affects the teaching effect. This paper puts forward reform measures from two aspects: teaching content and teaching methods.

## 2. Characteristics and Teaching Difficulties of Western Economics Course

The purpose of teaching western economics is to enable students to understand the emergence, development and changes of traditional economics in Western countries, master the basic ideas and analytical methods of Western economics, and understand the basic concepts, theoretical content and related knowledge of western economics with concrete examples in real life. In the teaching of Western economics, cases are indispensable. In fact, there are many classic cases in all kinds of

economics textbooks or monographs. There are deviations in the guiding ideology of teaching. One view holds that it is vulgar, pseudoscience and should be totally negated. Therefore, it is only a brief introduction of some basic concepts in teaching. This increases the difficulty of teaching. After hundreds of years of exploration and discussion, Western economics has gradually formed its own rigorous and meticulous theoretical system, and with the continuous development of social economy, the connotation of its theoretical system has been extended [5]. This makes it difficult to ensure that Western economic education has sufficient time to accumulate, not only lacking excellent teachers on the teaching line, but also lacking experience in the teaching reform of Western economics. Cultivating students' logical thinking ability and keen insight into economic phenomena can deeply analyze the diseases and problems in economic life, express their opinions on solving problems, and propose feasible decision-making suggestions for promoting economic growth and reducing economic fluctuations.

Economics is a fast-developing discipline. It is impossible for any textbook to cover all the latest developments. Therefore, in the teaching of Western economics, we should strive to stand at the forefront of economic development and follow the latest developments in economics. Latest research results. One view is that Western economics is a super-class science, without ideology, a description and summary of the general laws governing the operation of a market economy. It has broad practicality and should be fully affirmed and absorbed [6]. In addition, Western economics is the basic course of economic management. Most of the students in economics and management are liberal arts students. They have rich knowledge of humanities, are accustomed to perceptual thinking, and are interested in qualitative analysis. It is easy to regard Marxist political economy as an ideological propaganda rather than an analytical tool to solve practical problems. According to the survey, most of the teachers engaged in economics teaching are non-economics graduates. After simple self-study, they stand on the platform of western economics according to their own understanding of economics. This is because the course is not only a pure theoretical study of economic phenomena, but also includes a methodological system of economic research. Therefore, in teaching, in addition to explaining the mainstream economic views, we should try to integrate the views of other schools.

The teaching content focuses on traditional mainstream economics, ignoring non-mainstream schools and leaving China's reality. Many theories are inconsistent with the reality of China's economic development, and even contradict each other. In the teaching process, both the teacher and the learner are confused by the theory that it is difficult to conclude. At present, the western economics content taught by most universities in China mainly involves microeconomics and macroeconomics. It belongs to the category of theoretical economics. It is based on pure mathematical assumptions and model derivation to construct the disciplinary system. China's Marxist economics must adhere to, not dilute, the attributes of its ideology, but also enhance its own analytical tools, improve its ability to connect with reality, explain and solve practical problems. Of course, it is not enough to rely solely on classroom introduction. More importantly, it is necessary to actively guide students to pay attention to the development of the subject and cultivate their habit of reading frequently. Most of the textbooks used in Colleges and universities are translated from the latter two. Lack of comprehensive introduction to the Non-Mainstream Economics Schools and some latest research results after the war makes it easy for teachers to focus only on traditional mainstream economics while neglecting modern economics schools and non-mainstream economics [7]. There are also many classical cases in various kinds of economics textbooks or monographs currently used. In addition, teachers also need to integrate western economics with Chinese economy, and make some cases that are in line with the actual situation of China, so as to achieve the effect of learning for application.

### **3. Suggestions on the Teaching of Western Economics**

As a professional course in Colleges and universities, the teaching of western economics should not only implement the talent training program of higher education, but also use modern teaching methods to train students' self-learning ability in accordance with the trend of the times. It is very

important to scientifically and reasonably set up the semesters and hours of the course of Western Economics, which will directly affect the teaching effect of teachers and the learning effect of students. If bilingual teaching is carried out simultaneously with inquiry-based teaching, students' thinking ability will be cultivated and their English application ability will be greatly improved. In the actual teaching, a firm establishment of the modern socialist system must "use all the affirmative achievements of capitalism" and discard it. Introducing experimental economics into the classroom, allowing students to participate in their own hands, "thinking by hand" and cultivating students' interest in learning will enhance the teaching of Western economics. On the contrary, if the less time is less, it is not conducive to students to fully understand and master the complete theoretical system. The goals of each major are different, and the requirements for Western economics are different. In order to correct this deviation, the inquiry-based classroom teaching method should be actively introduced in the teaching of economics.

In addition to conducting the necessary theoretical tests, a flexible and varied form of examination is required. For example, students are encouraged to participate in discussions, debates, and writing economics essays. In the face of new phenomena, new features, new problems, and new ideas emerging in Chinese and foreign economic life, we must conscientiously study and absorb new achievements from Chinese and foreign scholars. Learners not only need a certain cultural foundation for theoretical analysis, but also need to have a positive learning attitude, accept Western economic theory knowledge and use knowledge points to analyze the real phenomenon of China's social and economic activities, and apply what they have learned. For example, when describing the practice of macroeconomic policies, students can actively investigate data, analyze and form opinions, and use examples to explain the basis and effect of macroeconomic policy formulation and regulation. Its purpose is to develop students' intelligence, creative thinking, self-study ability and independent research ability by mobilizing students' enthusiasm and encouraging them to acquire knowledge, discover problems, put forward problems, analyze problems and solve problems. Therefore, in teaching, we should pay attention to explaining more scientific concepts and principles, analyzing their applicable environment and premises, and guiding students to criticize the vulgar content. This can not only test students' ability to grasp basic concepts and theories, but also focus on students' various abilities, especially their ability to innovate and explain real economic phenomena by applying economic principles.

The textbooks of western economics should be compiled and selected according to the principles of "foundation, application and practicality". As an important intermediary in the teaching process, textbooks should focus on the elaboration and interpretation of basic concepts and theories. Especially in the process of building a socialist market economy with Chinese characteristics, cases are analyzed, and students are guided to conduct investigation and analysis from multiple disciplines and perspectives as far as possible, so as to broaden their horizons. This form of classroom teaching requires teachers to set up inquiry situation for students' learning, establish inquiry atmosphere, promote the development of inquiry, grasp the depth of inquiry, and evaluate the success or failure of inquiry. In teaching, teachers should fully grasp the theory of economics, create a harmonious teaching environment based on students' knowledge level and accepting ability, and guide students to think and analyze problems from the shallower to the deeper through the combination of different ways and means. This kind of teaching method not only connects theory with practice, but also enhances students' interest in learning Western economics. It can also fill the gap in talent training mode in colleges and universities. Teachers do not have to talk about it in teaching. They can use small discussions at appropriate time to let students express their opinions and stimulate students' participation awareness. This can not only adjust the teaching rhythm, but also activate the classroom atmosphere. This not only improves the ability of students to analyze problems and solve problems independently, but also successfully guides students to completely break through the major difficulties in microeconomics.

#### 4. Conclusions

The teaching reform of western economics is an adaptive adjustment to the existing teacher teaching mode, textbook selection and student learning state under the basic education law. Reforming the teaching content and teaching methods of Western economics is to better help students improve their thinking ability and master their thinking methods. In other words, it is to help students learn to think and analyze problems like economists. If the students show a strong interest in learning, high learning enthusiasm, and long-lasting learning motivation, teachers' classroom teaching and after-school summaries will be more passionate. This modern teaching method eliminates teachers' blackboard writing, saves classroom time, greatly improves the amount of information taught, enriches the teaching content, and saves limited class hours. Students should be fully aware of the importance of theoretical assumptions and the basis of the theoretical system of Western economics. Through the analysis of the problems existing in teachers, textbooks and students, the classroom teaching of western economics needs to pay attention to the innovation of teachers' educational concepts and the realization of students' interactive learning methods. This is the highest and only purpose of studying economics. Only when teachers and students work together to improve the teaching quality of economics and achieve the ideal teaching effect, can we achieve this goal.

#### References

- [1] Budtolayev N M, Novikov V P, Saushkin Y G. Problems of Economic Development of the West and East of the Soviet Union. *Soviet Geography*, 1964, 5(1):3-15.
- [2] Nguyen T T, Williams J, Trimarchi A. Discipline-Specific Language Instruction for International Students in Introductory Economics. *Canadian Journal for the Scholarship of Teaching & Learning*, 2015, 6(3):1-21.
- [3] Shin J C, Postiglione G A, Huang F. Mass Higher Education Development in East Asia Mass Higher Education and Its Challenges for Rapidly Growing East Asian Higher Education. 2015, 9(1):1-23.
- [4] Wozniaková, Zuzana. Different approaches to the Czech and Chinese university students in Business Economics: A teaching experience. *Perspectives in Science*, 2016, 7:52-58.
- [5] Greenwood J, Alam S, Kabir A H. Educational Change and International Trade in Teacher Development: Achieving Local Goals Within/Despite a Transnational Context. *Journal of Studies in International Education*, 2014, 18(4):345-361.
- [6] Centemeri, Laura. Reframing Problems of Incommensurability in Environmental Conflicts Through Pragmatic Sociology: From Value Pluralism to the Plurality of Modes of Engagement with the Environment. *Environmental Values*, 2015, 24(3):299-320.
- [7] Tran N D, Nguyen T T. Shifting the Focus to Student Learning in Teaching Evaluation: A New Direction for Vietnamese Higher Education Institutions?. *Interchange*, 2015, 46(2):113-119.