

# Exploration on the Teaching Reform Mode of Economic Law based on the cultivation of applied talents

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**Abstract:** The goal of talent training in application-oriented colleges and universities is to train production-oriented, management and service-oriented senior talents. Economic law closely related to real life and practical. As a branch of law major, economic law teaching has become very important. Nowadays, society is legalized, economic globalization society, social development is rapid, and the development of various economic fields is in urgent need of a large number of compound talents. At present, economic law has become the basic teaching course of economic management specialty, which is of more and more significance in the demand of talents. How to reform the teaching of economic law has become a key topic for educational practitioners. This paper analyzes the problems existing in the teaching of economic law and puts forward the corresponding solutions.

## 1. Introduction

Application-oriented colleges and universities have their own teaching characteristics and student source characteristics, so applied talents are different from those trained under the traditional education mode, taking application and practicability as the basic training goal. Therefore, it is of great and far-reaching significance to reform the teaching mode of economic law in applied colleges and universities in order to improve the teaching quality of economic law, perfect the comprehensive quality of students, promote the development of colleges and universities, and cultivate cross-century applied talents.

## 2. Problems in the Teaching of Economic Law in the Mode of Applied Talents Training

China's economic law established in the 1990 s and started late compared with developed countries. In the past 20 years, although the course of economic law has made some achievements and established the foundation of economic law education, it cannot meet the requirements of the development of the times. There are still many drawbacks in its internal construction.

The orientation of the syllabus is not correct

At present, the orientation of the syllabus of economic law in colleges and universities is quite vague, the goal of training not connected with the social demand, and the pertinence of the major is very weak. In the face of different majors, students can only adopt the same syllabus and teaching objectives, this model cannot meet the needs of students' own major, learning objectives are difficult to establish. At present, most of the students studying economic law have a very weak legal basis. However, there are few courses for the study of economic law, and the laws and regulations of the economy are incomparable to any other legal norms, which naturally require students to master economic law skillfully in a relatively short period of time, which increases the difficulty of learning.

### 2.1 The inflexible teaching method

At present, teachers generally dominate the teaching process of economic law in colleges and universities, teachers are the dominant in the classroom, and students passively accept knowledge in learning, lack of communication between teachers and students, which restricts students'

consciousness of independent thinking. Students only understand the relevant knowledge of economic law through the classroom, lack of practice. Because the theory of economic law is rich and Abstract, it is difficult for teachers to master the depth of teaching. If only classroom teaching knowledge adopted, it is difficult for students to accept the teaching of economic law and lack enthusiasm in learning. Some marginal subjects should also be set up as optional courses in order to expand students' knowledge and raise them based on cultivating students' solid professional knowledge. The comprehensive quality of the high students is the only way to develop comprehensive application-oriented talents. In short, we should base on that social and economic development and the professional demand, train the comprehensive legal person with solid legal basic knowledge and practical ability, innovative ability and strong competitive ability, this need to broaden the student's knowledge surface, to train the students' independent innovation ability and social adaptability.

## **2.2 Lack of modern teaching means**

At present, the science and technology of our country is developed and applied in the field of education more and more. Therefore, the teaching of economic law can continuously improve the modern educational means and information technology, for example, it can add equipment such as projector, multimedia and so on. Discard the teacher's first-hand teaching material, one-hand chalk's education mode. The reform teaching only teaches the mode of the theory, increases the opportunity of the students to participate in the practice, develops the students' enthusiasm for learning, broadens the students' knowledge and reduces the students with high and low energy.

## **2.3 Lack of continuity in teaching plan arrangements**

Economic law itself belongs to the category of law, so the teaching of economic law must require students to have a certain legal basis. At present, although the teaching courses of economic law have been set up in all colleges and universities, there is a lack of basic courses (such as “legal basis”). Many schools only directly teach the laws and regulations of economic law. It makes it difficult for students to understand the relevant laws and regulations and makes it more difficult for students to learn. Although some schools have set up courses such as “legal basis”, but the late economic law did not follow closely, which makes the lack of inheritance between economic law courses, which is not conducive to students' further study.

## **2.4 The backward Teaching examination method**

Most of the professors adopt the “cramming” teaching method, and the students lack the initiative. When teachers assess knowledge, they mostly adopt two ways: examination and examination. This kind of examination method makes the students gradually form a simple listening in the classroom, and the simple memory form before the examination does not deepen the students' understanding of knowledge. At present, the economic law of colleges and universities is one of the 16 core courses of law determined by the Ministry of Education. Therefore, the economic law in colleges and universities majoring in law a compulsory course for law undergraduates, and the examination mode is relatively single. They all use closed-paper examination, and are mainly based on the traditional score assessment. Reform the economy the goal of law assessment combines the test of knowledge with the evaluation of ability to increase the difficulty of examination, which is an urgent problem to be solved at present.

## **3. The Teaching Reform of Economic Law under the current training Mode of Applied talents**

The goal of higher education is to train the talents needed by society. The continuous progress of the economy has put forward higher requirements for higher education. The development of society does not need not only management and high-tech talents, but also “specialized and capable” talents. This requires that college students not only have rich knowledge structure and proficient professional knowledge, but also have the corresponding practical ability. Cultivate innovative spirit and scientific attitude of seeking truth from facts in the field of will. Here are a few suggestions.

### **3.1 Carrying out the pluralistic Teaching Mode based on case Teaching**

In the teaching mode, it is necessary to change the former teaching mode. The teaching of economic law pays more attention to the analysis of the case, and when the case selected, it is necessary to pay attention to the method. At the time of examination, change the traditional way of examination. It is necessary to pay attention to the assessment of the comprehensive ability of the students, and the assessment can be carried out in various aspects. With the development of society, it is not only to improve the enthusiasm of students' learning, but also to meet the needs of practical application. Therefore, in order for students not only to learn the basic knowledge of economic law, but also to analyze the problems and solve the problems. It is necessary to reform the traditional teaching methods and combine theoretical teaching with practical teaching, which requires teachers to combine the teaching content of economic law course really use the teaching mode of case teaching in practical teaching. and to arouse the enthusiasm of students by organizing students to carry out case discussion, teacher summary and other teaching methods. In particular, we should pay attention to the use of new cases in life to explain the problem, and teach the solution to the problem, to cultivate students' ability to solve practical problems. In addition, it is necessary to update the knowledge in time in the teaching content. It can be said that the sub-department law of economic law has updated more frequently in recent years, such as tax. The value-added tax in the field of collection, business tax and regulations, consumer rights in the field of market regulation, advertising, food safety law, etc., if not updated, will mislead the students, and the consequences will be unimaginable.

### **3.2 Adopting a new teaching method**

Preview and review. In addition to the first class, before each class, there is a clear scope of preparation, after class there is a review of the examination questions;

Ask questions and discussion-based teaching; each class has a class question, which includes the knowledge of the pre-course pre-study scope and the content of the lecture, mainly in the form of an analysis of the specific case. The purpose is to assess the degree and ability of the students to master the legal norms. Organize the self-study of the students. The contents of the course divided into three types: the main teaching, the general teaching and the self-study of the students, the contents of the general teaching, the main problems in the teacher's teaching, and the rest of the contents being subject to the self-study of the students. In order to guarantee the self-study effect, this part of the content is the focus of the class question, and the classroom discussion is organized.

First, in teaching, students should guide to understand the teaching objectives and content structure of the course. Only when students have a deep understanding of this, can they know what to learn and why to learn, to produce the desire and motivation of learning; secondly, teach students to master the correct learning methods. Using heuristic guidance, through homework and other forms, the course content has digested and absorbed by students.

The discussion was inspired. Based on preview, through the way of discussion, the students should guide to participate in classroom teaching activities and give full play to the main role of students. In teaching, you can arrange thinking questions and organize classroom discussions. These methods can not only overcome the shallow contradictions of students' social experience, but also leave sufficient space for students to find and solve problems through discussion.

The question is inspired. It means that in the process of tutoring, teachers analyze the teaching purpose of the course, on this basis, grasp the key points, difficulties and knowledge points of the course content, and ask questions in the teaching. so that the students can avoid filling absorption, it has the characteristics of randomness, and at the same time, it is an effective way to test the learning effect of the students.

Case inspiration. For example, in the teaching of contract Law chapter, through the purposeful arrangement of cases, the students can be guided to think about the problem, so that the level of students' understanding is not limited to the general understanding of the content of the textbook. At the same time, when teaching "one-way law", we start with cases, basic concepts, difficulties, doubts and so on, and the settlement of disputes and disputes ends with cases. So that students

through learning, on the one hand, increase interest in learning, on the other hand, stimulate the sense of practice, so that students realize that law is life, life is full of law.

Practical inspiration. For example, in the teaching of Anti-unfair Competition Law and other chapters, by leading students to visit departments such as industry and commerce and technical supervision, students have a personal experience in standardizing the order of socialist market economy under the new situation.

Encourage. Guide and urge students to study themselves and improve their ability to think and solve problems independently.

Carry out argumentation teaching. Case teaching and simulation teaching, and advocate practical teaching. This semester we have tried to teach on the spot of the enterprise, and hired professionals to answer the problems in practice.

Organize students as “curriculum teachers”. Select the students with good academic performance, strong ability of analysis, induction and language expression to be “student teachers of economic law course”. Choose the chapters in the course that are relatively simple and easy to understand and teach. Under the guidance of the teacher, the “student teacher” will prepare the class carefully and teach it to the students.

Organize the students to the court to listen. through the process of direct participation of the students in the case of the court, to personally feel the basic steps and procedures of the lawsuit, to deepen the understanding of the procedure and to lay the foundation for dealing with the disputes in the future;

Organize students to carry out legal advice and legal services. The purpose of all these reforms is to put the students into the process of learning, to carry out the main status of the students in the teaching process, to stimulate their learning enthusiasm, to train the students' ability to observe the problems, to think and to solve the problems. Its core is to guide the students to learn in the course of the “take part in” teaching process. The process of the participation of the students extended to the completely teaching link by the prior simple class questions, the after-school operation, and the experiment, and the problem of solving the problem with the simple application knowledge is a problem. The existing knowledge is applied to study the new knowledge, the problems are found by using the new knowledge and the method, and the problem is solved, Let the students experience the feeling of independent problem-solving From which to get a variety of knowledge and ability training.

### **3.3 Setting up courses reasonably**

The above-mentioned problems are mainly because there is no consideration of the particularity of the economic law course in the law of law of law; of course, this is very relevant to the relevant contents of the economic law, although we cannot ask the setters to have a comprehensive understanding of the economic law. However, in the course of the course setting, you must listen to the opinions of the teachers of the law of law. Only in this way can the course be set up reasonably, and, of course. It does not exclude other limiting factors. Through the above analysis, the economic law arrangement is suitable for the third stage, and the civil law, the criminal law, the administrative law and the procedural law of the three stages taught which can serve as a reference. another In addition, it is necessary to set up some basic knowledge of economics, only in this way can students understand the relevant knowledge of economic law very well, and do not have to explain it in the course of economic law when they encounter relevant knowledge points. So that there are not enough class hours in the course of economic law, and it will also lead to repetition in teaching.

### **3.4 Improving the comprehensive quality of teachers**

In the teaching of economic law, teachers should have legal cultivation. Economic law has the characteristics of hairstyle, adaptability, application and so on, which requires our teachers to have solid theoretical knowledge and high practical ability. Teachers should constantly improve their own level, speed up the reform of teaching mode and improve the quality of teaching. Teachers should also understand the requirements of accounting professional qualification examination, combine it

with the teaching of economic law, and improve the teaching ability.

### **3.5 Reforming the way of examination of economic law**

The traditional course of economic law adopts the examination method of closed volume examination, and it is rare to investigate the theoretical knowledge and operation skills. In view of the above problems, the examination method of economic law curriculum should reform, should no longer be limited to a single form, and should diversify. Students can be assigned an economic law research task and write a research report, or students can be required to use the basic theory of economic law and combine cases or other practical materials to write a paper or practical homework, such as case analysis, prosecution, reply, etc., and finally in accordance with the investigation report. In this paper, the quality of practical homework evaluated. Of course, too. The above method can be used as part of the comprehensive performance of economic law, the other parts can be divided into traditional examination scores, regular classroom performance, or attendance, each accounting for a certain proportion, and the proportion of skill operation shall not be too low. In addition, we should strengthen the training of teachers, such as taking part in the training of the online course of economic law of the Ministry of Education, and encourage the teachers of economic law to participate in the annual meeting or research on economic law, and to understand the dynamics of relevant fields and the existing problems. Only in this way, can teachers play their guiding role, mobilize students' learning enthusiasm and improve their practical ability. The form of reform assessment based on the student's master of basic theory. Based on analyzing and solving problems, the examination is set up, and the examination form accounts for 40% of the total score. The examination questions analyzed by case study, and the students' understanding, analysis, application and practical ability to solve problems examined. In a word, the teaching reform of economic law must combine its own subject characteristics and take the cultivation of applied talents of law as the starting point, which has stronger applicability.

### **4. Summary**

In the economic society, it is important to pay attention to the training of the applied talents, and the economic law has a very important position in it, so the study of the economic law is the criterion of the individual's professional norms in the economic aspect. At present, the operation of the practical ability, the school is to change the traditional teaching mode, so that the trend of the development of the times should change, and the talents of the enterprise can be cultivated for the society. With the continuous improvement of the socialist market economy in our country, the demand of the economy is getting higher and higher. The knowledge of economic law becomes the necessary knowledge skill for every person. The continuous reform of the teaching of economic law has injected new development force into the economic law, and it is in accordance with the law Scientism view of development.

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