

The Application of Case Teaching Method in Economics Teaching

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Abstract: Case teaching method is to apply real cases in classroom teaching activities in order to improve the practicability, vividness and vividness of classroom teaching, help students better understand knowledge, deepen memory and improve teaching effect. Since the case teaching method selects all the cases that happen in reality, the students' sense of substitution is stronger and the enlightenment effect on the students is more obvious. And in the case teaching method, students need to analyze the case under the guidance of the teacher, strengthen the interaction between the students and the teacher, and improve the students' initiative in learning, so it can effectively improve the teaching effect. The article mainly discusses the application of case teaching method in economics course.

1. Application Value of Case Teaching Method in Economics Course Teaching

Case teaching, as a typical inquiry teaching mode which can promote the interaction between teachers and students, can effectively overcome the drawbacks of traditional teaching mode, and is regarded as an effective way to innovate undergraduate classroom teaching mode [1]. The case teaching method is to integrate the knowledge points in the teaching materials into a real case. The teacher guides the students to master the knowledge and improve the ability in the process of analyzing the case. The value of applying the case teaching method in the course of economics is:

Firstly, it can enrich the training resources of economics course. Economics course reflects a strong comprehensive feature, which requires students not only to have a wealth of theoretical knowledge, but also to have a certain practical ability [2]. However, in practical teaching, the conditions of practical training in economics course are very limited, and students can not complete the practical operation training completely by practical learning [3]. At this point, the teacher can use the case teaching method to set up a simulation scene in the classroom. Students can think, analyze, discuss and summarize the specific cases to supplement the problem of insufficient training internship resources and improve students' practical ability. Secondly, students can develop the habit of independent thinking [4]. In the case teaching method, the teacher creates a relevant real situation for the students. The students need to use the relevant knowledge of the economics course to analyze, think and discuss the case. The whole process requires the students to boldly question, ask questions and solve problems. Therefore, the case teaching method can give full play to the enthusiasm and initiative of students and cultivate their habit of independent thinking [5]. Thirdly, improve students' ability to solve problems. Case teaching method emphasizes the main position of students. Students should use the knowledge they have learned to analyze cases so as to integrate theory with practice and grasp the method of solving practical problems with theoretical knowledge. Therefore, case teaching method is a teaching method to train open, applied and innovative talents. Finally, improve the classroom teaching effect [6]. Some principles and formulas in economics courses reflect strong abstraction. Students have difficulty in understanding. The application case teaching method can put abstract knowledge into specific teaching situations and help students to understand these theoretical knowledge more deeply. To better grasp the performance and application methods of these concepts and principles in real life, and to improve students' motivation for learning [7]. In addition, the case teaching method also enhances the interaction between students and teachers. Students actively participate in case analysis under the guidance of teachers, which not only activates the classroom atmosphere, but also enhances the relationship between teachers and students, and ultimately improves the teaching effect of economics courses

[8].

2. Application Strategy of Case Teaching Method in Economics Course

In the actual course of economics, the application of case teaching method can be started from the following aspects:

2.1. Selection of cases

Case selection is the core element of the implementation effect of case teaching method. Appropriate cases can help students better understand knowledge points. Therefore, teachers should collect real case materials through newspapers, magazines, network news and other channels before class. If conditions permit, case teaching resource bank can be established. Colleges and universities can set up case teaching resource bank construction teams through excellent courses, teaching competitions, college students' entrepreneurship plans and other projects, and select some economic hot news to be included in the database. Different cases are selected according to different teaching objectives. For example, some project cases without fixed answers can guide students to conduct divergent thinking, some cases can be used for the memory and understanding of theoretical knowledge, and some cases can improve students' practical ability. When building a case resource bank, you can draw more nutrients from economic works in different countries and regions to enrich the case materials of the database. During the teaching process, the teacher should pay attention to the pertinence and knowledge of the case when selecting the case. The case must be closely combined with the content of the textbook, and avoid the hard copy; pay attention to the typicality and timeliness of the case, and some typical cases can deepen the students' theory of an economy. , the memory and understanding of economic phenomena. Emphasizing the timeliness of the case can help students better understand the background of the case. In addition, we must also pay attention to the choice of humorous and easy to understand cases to stimulate students' interest in learning.

2.2. Implementation of Case Teaching Method

In the course of teaching economics, different types of cases can be adopted according to the different teaching links, mainly including three types: guiding cases, discussing cases and thinking cases:

2.2.1. Guided case

Usually when introducing new lessons, guided cases are used to draw lessons from students' real life and new knowledge points. Because case is a common event in students' life, it can better stimulate students' interest in learning. Promote the internalization of knowledge. For example, when learning the relevant knowledge of "consumer demand theory", the teacher can ask the students: Why is the ancient currency gold and silver? Water is very useful. Why can't we exchange anything? Why do diamonds and gold have no use value, but can be used as money or in exchange for a large number of other things? Although students have become accustomed to the reality that water is less valuable than gold and diamonds, it is impossible to explain this phenomenon rationally using economic theory. At this point, the teacher can lead to the "consumer demand theory", students can also feel the practicality when accepting this economic principle, and therefore more acceptable.

2.2.2. Discussive cases

Discussive cases are usually used to guide students to participate actively in classroom discussion after the completion of the explanation of knowledge points. They can not only cultivate students' divergent thinking, but also activate the classroom atmosphere, and can exercise students' sense of teamwork. For example, when explaining the relevant knowledge of "opportunity cost", teachers can ask students questions: What do you think is the opportunity cost for college students? When discussing this issue, students will combine their actual situation and think that the

opportunity cost of college students should include the tuition and fees paid during college, and the money they earn if they do not work directly at the university. When students think about how to apply economic principles to solve practical problems, the teacher can mobilize further questions: Since going to college requires considerable opportunity cost, why do you want to go to college? After discussion, students can conclude that the chances of getting more money at college are greater. So the teacher can lead to the next knowledge point, that is, "many economic activities involve the abandonment of real consumption to increase capital." This kind of discussion case can not only improve students' participation in the classroom, but also help students establish correct values and outlook on life.

2.2.3. Thinking Case

Thinking cases are mostly used after classroom teaching. Teachers use typical cases to make students think extensively after class, so as to further consolidate their understanding and memory of knowledge. Unlike guided and discussion-oriented cases, thinking-oriented cases are mostly left for students to think independently after class. They are separated from the guidance and Inspiration of teachers. Students have more space to play freely. They can experience the guiding significance of economic theory to real life through students' independent inquiry. In this process, students need to search for relevant cases and consult economic theory knowledge after class. Therefore, thinking cases can better arouse students' thinking, improve their ability of autonomous learning, deepen students' understanding of knowledge, and improve the practical application ability of knowledge. For example, when learning the relevant knowledge points of "price discrimination", teachers can let students collect price discrimination related cases under the class. Students can only collect typical price discrimination cases if they understand the concept of price discrimination very thoroughly. For example, "price discrimination" included in coupons, some manufacturers usually attract consumers to buy products by issuing coupons. The purpose of issuing coupons is to attract consumers to buy products, but printing coupons will increase the marketing cost of manufacturers. Why companies do not attract consumers through direct price cuts, but stimulate them by increasing marketing costs. What about consumption? Because coupons provide a method of value discrimination, consumers who use coupons are more price sensitive. By issuing coupons, customers can be divided into two groups that are price sensitive and price insensitive, and price sensitive customers tend to more inclined to lower prices.

2.3. Summary and Evaluation of Case Teaching

After the completion of case teaching, the whole process of case analysis should be reflected and evaluated. Students should reflect on what economic theory knowledge they have used in the process of case analysis, what shortcomings exist, what misunderstandings exist, and what are weak links. Students' reflections and summaries can be submitted to the teacher in the form of a report, or they can be directly dictated in the class. The teacher should fully affirm the enthusiasm, initiative and creativity shown by the students in the case analysis. Give students more encouragement and enhance their enthusiasm for learning; then summarize and comment on the case, so that students can check the gaps. In carrying out the case summary, the teacher should consciously improve the students' ability to apply theoretical knowledge to solve practical problems and cultivate their innovative spirit.

3. Notes on the Application of Case Teaching Method

Although case teaching method has many advantages, as a teaching method in the application of economics curriculum, we should pay attention to the following issues: first, the choice of cases should be closer to students' life. Although economic knowledge involves all walks of life, there are many guiding and summative cases in economics textbooks. But in the actual classroom teaching, the teacher should take the case which is closer to the life and study as the first choice, which can make the students have a stronger sense of participation. Especially in the teaching of macroeconomics, there are too many macroeconomic cases in many countries and regions. For

students whose theoretical knowledge is still weak and social experience is less, it is difficult to analyze them. Therefore, teachers should try to start with a case around them. Second, case teaching should further improve student participation. The ultimate goal of case teaching is still to serve the mainstream teaching methods. The case is an important means to attract students' interest in learning. The knowledge and ability of students to accumulate in the process of analyzing cases can be the ultimate goal of the case teaching method. Therefore, case teaching should pay full attention to students' participation, guide students to express different opinions on a certain problem, and enable students to develop good habits of active thinking, and truly highlight the main role of students in learning. Finally, it is necessary to reasonably control the timing of the insertion of the case. Case teaching is not a simple case material, teachers must integrate reasonable cases at the right time to fully play the role of case teaching method. The choice of case should be consistent with the knowledge of the textbook, and attention should be paid to the logical relationship between the theoretical knowledge.

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