

Research on the Optimization of Course Teaching Mode of Economic Laws in Higher Vocational Colleges

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Abstract: Aiming at problems of poorly targeted teaching content of the Economic Law course, disconnection of teaching design, outdated syllabus, and classroom teaching theory detachment from practice in higher vocational education, this paper explores the optimization of the teaching mode of the Economic Law course in higher vocational colleges based on the fully relying on the industrial background of combination of learning with working, catering to the characteristics of the course content and the law of student learning, and grasping the concept of assessment reform. The specific implementations are reflected in three aspects: In teaching content, application of post work law and entrepreneurial law support need to be strengthened; In teaching methods, case-based teaching, teacher-student interaction and new media application should be improved; In the assessment system, paper assessment, debate assessment, comprehensive practice assessment, and professional quality assessment need to be explored and implemented to promote students' legal awareness and ability.

1. Introduction

The Economic Law course is one of the core courses of the law major determined by the Ministry of Education, and it is also one of the key optional courses for the majors of liberal art and science.[1] This course covers a wide range of areas, so its innovative teaching results can benefit more students.[2] Despite years of teaching practice, students' professional theoretical level and practical application ability have been significantly improved; especially the strong ability to use laws and regulations has been praised by employers. However, there are still some problems in the traditional teaching mode, which need to be further innovated and improved.

2. Problems in the Course Teaching of the Economic Laws

2.1 Discrepancy of Economic Law course and basic course caused by unreasonable teaching plan design

At present, undergraduate teaching in all colleges and universities has opened the "Ideological and Moral Cultivation and Legal Basis" course as a public basic course for each major, usually opened in the first year of the university. [3]This course has laid a solid foundation for students who are not law majors to understand the basic theories of law and various branches of law from a macro perspective, which is of great help for them to understand and master the theoretical knowledge of economic law in the future.[4] Therefore, the course of Economic Law should be linked up and coordinated with "Ideological and Moral Cultivation and Legal Basis" course. [5] In Hunan Modern Logistics Technology College, the economic law courses offered by the teaching plan for management students are generally arranged in the third year of the university, and the interval between the two courses is at least one year. Students feel that they cannot follow and do not know what to do during the learning process, which imperceptibly destroys the inheritance of the two courses.

2.2 The syllabus cannot meet the needs of various vocational qualification examinations

Under the current situation of severe employment of college students, teaching should be closely integrated with production labor and social practice, so as to cultivate students' professional quality and enable them to integrate into the society as soon as possible after graduation to meet the needs of professional practice. All kinds of qualification examinations are the introductory examinations for students to work in a certain field. Whether they can pass or not is directly related to whether students can engage in such occupations in the future. As far as the economic law course is concerned, the qualification examinations involved are the National Unified Judicial Examination and Certificate of Accountant Profession, that is, the economic law is the mandatory content of these two examinations. However, the content of the Economic Law teaching syllabus usually does not meet the students' needs.

2.3 Some limitations in multimedia teaching methods

The use of computer-aided teaching is conducive to increasing, reducing and updating the teaching content according to actual needs at any time during teaching, making it convenient to produce multimedia teaching courseware and facilitating classroom teaching. At the same time, however, this electronic teaching plan has raised some new problems in the process of applying economic law classroom teaching. For example, because the electronic lesson plans are too detailed, students rely too much on the screen during class and reduce interaction with teachers, which only does reduce the teaching efficiency, but makes the computer become a barrier to the communication between teachers and students.

2.4 Simple classroom teaching is likely to lead to the separation of theory from practice

The traditional teaching-focused Economic Law teaching makes it difficult for students to understand the value of law itself and the inherent rationality of legal provisions without combining with social reality in the process of learning. When students encounter specific case disputes in judicial practice, it is difficult for them to apply the legal knowledge they have learned to solve them, so they cannot put what they have learned into practice. Therefore, the traditional Economic Law teaching needs to be further innovated, and it should enhance practicality and application, and truly connect theory with practice and apply what is learned to practice.

3. Optimization Path of Course Teaching Mode of Economic Law in Higher Vocational Colleges

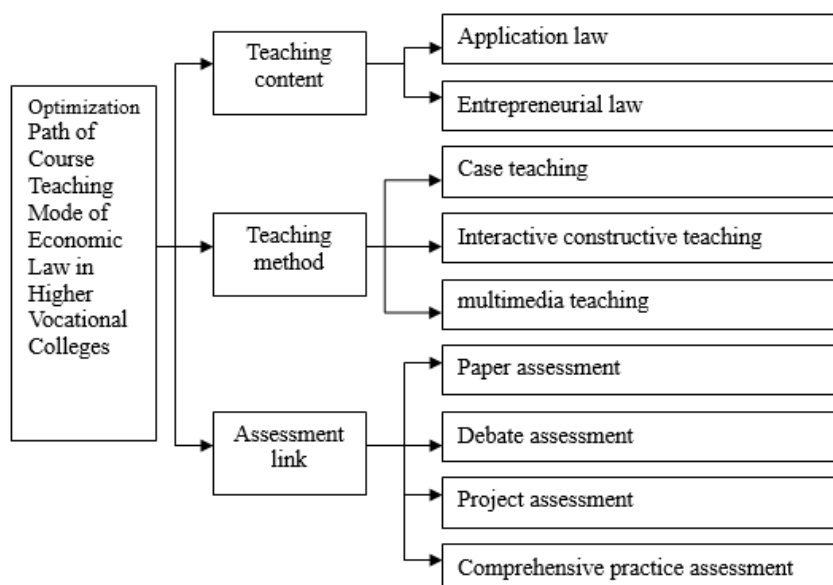


Figure 1 Optimization Path of Course Teaching Mode of Economic Law in Higher Vocational Colleges

Based on the characteristics of Hunan Modern Logistics Technology College, which aims to serve the development of modern logistics industry and pays attention to the cultivation of students' innovation and entrepreneurship quality, this research systematically sorts out the basic ideas of curriculum reform of Economic Law in higher vocational colleges through investigation and analysis. The reform of the Economic Law curriculum in higher vocational colleges should rely on the service industry enterprises, and take the professional comprehensive practice as the platform to meet the employers' demand for students' legal application ability, satisfy the entrepreneurial students' demands for relevant legal knowledge, and form a high-quality basic course that is not only in line with the psychophysiological laws of students in the new era, but also is vivid and effective, and with rigorous and realistic assessment. See Figure 1 for specific ideas.

3.1 Teaching content

In the reform of teaching content, attention should be paid to strengthening the embedding of job application law and entrepreneurial legal support.

First, the course content is optimized based on the industrial background. By making full use of the advantages of cooperative enterprises in running schools, the teaching content is designed as a project to train specific skills according to the needs of vocational ability training of corresponding positions, and the teaching method and course assessment system suitable for cultivating students' professional and technical ability are designed according to the project design principles. Curriculum project reform should be based on vocational requirement, and the actual work content and process in the practice field should be taken as the core of the course. The typical professional work tasks or work items should be taken as the main content of the course, and several projects will be composed into course modules. In turn, a course content system closely related to the actual business of the professional position is formed. The real project-based system of vocational education courses should consider whether the designed project can cover the entire work field of professional posts, bear all the knowledge needed in the work field, and whether the results of project division can fully reflect the characteristics of the work system.

Second, the content of the curriculum embedded in entrepreneurial law is optimized. In response to the demand for legal knowledge of student entrepreneurship, the legal content related to entrepreneurship is further optimized in the teaching content to guide entrepreneurial students to start business according to law, operate legally and deal with entrepreneurial disputes, and improve the legal quality of students' entrepreneurship. The legal knowledge is strengthened mainly through the form of "expounding the situation by analyzing some cases".

3.2 Teaching method

First, the strengthening of case teaching should reflect actual combat. In course implementation, real cases are emphasized. Through the participation from the industry, some comprehensive cases with real characteristics in the course implementation will be added to improve students' ability to solve practical problems, and cultivate students' professional application skills and practical operation skills. In the teaching practice, teachers can collect and accumulate some representative cases, and make data cards in different categories for the interpretation of problems in the law courses. This can not only help students to understand and master, but also connect theory with practice and apply what they learn. At the same time, it can also improve students' enthusiasm and participation, activate classroom atmosphere, and promote students' active learning, thus achieving the transformation of teaching process from the traditional "teaching-oriented" to today "learning-centered".

Second, it is important to strengthen the interaction between teachers and students to reflect the constructiveness. Students' interest in learning comes from their practical cognition of the content they learned and interest in participation. Therefore, in the implementation of teaching, teachers are supposed to adopt participatory teaching method, action learning method, mock court and other teaching methods to reinforce the interaction between teachers and students, especially to strengthen the participation of students, so as to reflect the constructiveness of the learning subject. It is necessary to make full use of the school's micro-classroom and other facilities, so that students

can make self-construction. As a referee-type role, teachers should play the role of organization, guidance and coordination. For case analysis, two groups of students can act as the original and the defendant respectively by means of mock court, so that everyone can analyze and judge in the way of court trial. The third group of students will preside over the court trial process as a collegial panel, so as to improve students' interest in learning legal knowledge and practical ability of using law to resolve disputes.

Third, the application of new media should be strengthened to reflect the digital nature. Through modern teaching methods such as online teaching and micro-curricular production, the level of modernization of teaching is improved. Making use of the characteristics of students' preference for new media, teaching through lively activities makes learning easy and convenient. Taking advantage of the network resources to enrich students' vision, and shooting the micro course with typical value according to the key and difficult points, and by applying the corresponding course package to the network sharing for students to learn easily. Moreover, the integrated network teaching resources can provide students with long-term, convenient and convenient learning.

3.3 Assessment link

Curriculum assessment standard is an important means to promote the realization of curriculum objectives and even curriculum construction, as well as an important link to examine students' learning effect and ability level. This paper explores the four-aspect assessment system, breaks the original assessment model of "an exam determines grades", implements the process assessment focusing on the comprehensive performance in classroom, and constructs the dynamic mechanism to stimulate teachers' teaching and students' learning.

The first form is paper assessment. The objective test and case analysis questions are used to examine students' understanding of basic legal knowledge, accounting for 40% of the total score.

The second is a debate analysis based on thematic analysis, which selects typical cases of hot contract disputes to debate the students' comprehensive ability to analyze and solve practical problems, accounting for 20% of the total score.

The third is the real project content curriculum comprehensive practice examination. The students are freely grouped and act as the plaintiff and his agent, the defendant and his agent, the presiding judge, and carry out the training of the mock court. Students select contracts, property disputes and other cases from the Internet to complete the trial process of economic disputes, combined with the comprehensive performance of students in the mock court scoring, accounting for 20% of the total score.

The fourth is the professional quality level evaluation and assessment based on the performance in the comprehensive practice process. The comprehensive quality of students should be included in the assessment, especially the assessment of legal professional ethics, professional competence and work attitude, accounting for 20% of the total score.

4. Conclusion

The teaching content, teaching methods and normative and scientific assessment process of the Economic Law course are the fundamental guarantee for teaching quality and effect. Through the optimization of the teaching mode of Economic Law in higher vocational colleges, students' learning enthusiasm and participation awareness are enhanced, and their awareness of risk prevention and rights protection in economic activities are significantly promoted. Students who participate in entrepreneurship practice consciously use legal weapons to facilitate their own business operations. On the assessment mechanism of teaching quality, the teaching evaluation method centered on the comprehensive ability assessment of legal practice is carried out to stimulate students' initiative and enthusiasm, and the scientific and guiding nature of assessment is obviously improved.

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