

On the Teaching Reform of Economics in Applied Undergraduate Colleges

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Abstract: With the deepening reform of China's economic system, more and more emerging enterprises are integrating into the market. On the one hand, it promotes the improvement of our national economic level, and on the other hand, it also intensifies the demand for economic talents. The main teaching purpose of applied undergraduate colleges is to cultivate talents with solid professional foundation and good practical ability for the society. The reform of economics teaching in applied undergraduate colleges can better improve the quality and efficiency of economics teaching, cultivate more talents with economic application ability for the society, and promote the progress and development of market economy. Based on this, this paper makes a specific analysis and research on the teaching reform of economics in applied undergraduate colleges, hoping to provide reference for the training of more professional talents in applied undergraduate colleges.

1. Introduction

Recently, with the continuous popularization of quality education, the society has higher and higher requirements for talents. The society not only needs talents with solid professional technology and skills, but also needs talents with good practical operation ability^[1]. In this context, the education and teaching activities of applied undergraduate colleges have received extensive attention from all walks of life. In the face of the continuous improvement and progress of China's economic level, the demand for economic applied talents has increased significantly, which provides a good development opportunity for the students majoring in economics in the current applied undergraduate colleges. As the core course of economics major in applied undergraduate colleges, economics course is of great significance for students' professional foundation training and future career development. In view of this, the applied undergraduate colleges should seize the opportunity of social talent development, carry out teaching reform on the current economics course, improve the teaching level and quality of the economics course, and then cultivate more applied economic talents for the society.

2. Overview of Applied Undergraduate Colleges

Applied undergraduate colleges refer to educational institutions that carry out teaching activities centered on applied technology types, rather than academic research^[2]. In applied undergraduate colleges, more attention is paid to the cultivation of students' professional skills and professional practice ability. Its main teaching purpose is to cultivate practical talents with solid professional skills and good professional qualities for the society. The applied undergraduate colleges play an essential and positive role in meeting the needs of social talents, promoting social and economic progress, and promoting the deepening reform of China's higher education. With the wide popularization of quality education, the number of college graduates is growing year by year, which intensifies social competition and also leads to employment difficulties. In this context, the applied undergraduate colleges came into being, and its education and teaching activities have also received extensive attention from all walks of life. The applied undergraduate colleges are also different from ordinary undergraduate colleges and universities in terms of specialty setting. They focus more on studying applied technical knowledge and cultivating students' practical awareness and ability rather than academic thinking. It can be seen that the applied undergraduate colleges are of great

significance to meet the current social demand for talents and promote social and economic progress.

3. Characteristics of Economics Course

3.1 Abstract Teaching Content and Complex Knowledge System

Economics is a highly theoretical course. Its teaching content involves many courses, including but not limited to advanced mathematics, finance, marketing, etc. In addition, most of the basic theoretical knowledge of economics courses are related to each other. This requires students to have strong learning ability and logical thinking, so that they can deeply understand and master economic knowledge. Meanwhile, in the process of economics teaching, it is necessary to make rigorous teaching assumptions based on theoretical knowledge, and students are required to verify and analyze assumptions through function operation, data charts and other methods according to specific economic contents. This, to a certain extent, promotes the abstract characteristics of economics curriculum^[3]. At present, many applied undergraduate colleges still adopt the traditional way of explaining theoretical knowledge when carrying out the teaching activities of economics courses, which increases the students' understanding of the teaching contents on the basis of the abstract complexity of economics courses, thus seriously hindering the progress and development of students. In addition, the economics course is a theoretical course, and the traditional teaching method will reduce the students' interest and enthusiasm in learning, which is not conducive to the smooth progress of the economics teaching activities.

3.2 Higher Requirements for Students' Theoretical Thinking

The economics course involves a large amount of science knowledge, which requires students to verify and reproduce the teaching theory through charts, mathematical calculations and other methods. Therefore, in each chapter of the economics textbook, there will be a large introduction to the teaching content of mathematical formulas and applied charts. With the deepening of the teaching content, the economics course will put forward higher requirements for students' mathematical calculation ability and chart application ability. It also involves various output curves and cost curves to a certain extent, and requires students to make scientific assumptions on market development according to economic theory. The complex graph analysis, the correlation between curves and the equilibrium analysis method all put forward higher requirements for students' theoretical thinking. In this process, only when students have good theoretical thinking ability can they follow the teaching rhythm of teachers and effectively learn economic knowledge. However, at present, when carrying out the teaching activities of practical economics courses, the applied undergraduate colleges pay more attention to how to explain the theoretical knowledge and neglect the cultivation of students' theoretical thinking, which affects their economic activities and is not conducive to the formation and progress of students' practical ability.

4. Measures for Teaching Reform of Economics in Applied Undergraduate Colleges

4.1 Innovate Teaching Contents and Fully Play Students' Main Role

The main purpose of economics teaching in applied undergraduate colleges is to help students understand and master the theoretical knowledge of economics, and cultivate their economic thinking and practical application ability. Therefore, in order to better reform the teaching of economics and cultivate and improve the students' ability and thinking in economics, the applied undergraduate colleges should first innovate the teaching contents and give play to students' main role. First of all, economics teachers should change their teaching ideas, get rid of the shackles of books and textbooks, and carry out classroom extension according to specific economic teaching contents. This can not only enrich teaching contents, but also help students broaden their horizons and guide students to innovate in economic thinking. Secondly, economics teachers should also organically combine the teaching content with the current market development trend. This can not

only provide typical cases for the teaching content, but also enable students to closely follow the market development, cultivate students to form good economic thinking, and then improve students' market competitiveness, lay a solid foundation for students' future career development^[4]. Finally, in the design of economics teaching content, teachers should also pay full attention to the main role of students, and go deep into the student group to understand and master the students' learning ability and needs, and make targeted innovative teaching content. Only in this way can students' thinking and ability of economic application be effectively improved.

4.2 Improve Teaching Methods and Cultivate Students' Practical Ability

Teaching method is an important way to achieve teaching objectives and improve teaching efficiency. Meanwhile, targeted teaching methods can also effectively cultivate students' learning ability and thinking, which is greatly essential for students' personal progress. Therefore, the applied undergraduate colleges should improve and adjust teaching methods when carrying out the teaching reform of economics, so as to cultivate more talents with economic application ability for the society. First of all, the applied undergraduate colleges should improve and innovate the current traditional teaching methods, keep the places with teaching significance and function, and innovate the teaching methods according to the current students' learning needs and market development trends. Secondly, the applied undergraduate colleges should also add practical teaching content in the course of economics to help students understand and master the theoretical knowledge of economics and cultivate their practical ability. This can not only promote the comprehensive development of students, but also promote students to meet the needs of market talents. Finally, economics teachers can also use situational teaching methods, multimedia equipment and other forms to develop economic teaching activities. By connecting the teaching content with the actual life of students, they can deepen the students' understanding and mastery of theoretical knowledge, and further improve the students' practical ability and economic application level^[5].

4.3 Focus on Teaching Assessment and Consolidate Students' Knowledge System

Teaching assessment is an important way to effectively examine students' understanding and mastery of teaching content, and also a channel to stimulate students' innovative thinking. Therefore, in terms of educational assessment methods, applied undergraduate colleges should actively improve and innovate, pay attention to the analysis of teaching assessment results, and specifically consolidate the students' economic knowledge system. In the traditional teaching assessment of economics, most teachers use closed-book examination to assess students' learning. Although it can effectively test students' understanding and mastery of economic knowledge, it ignores the cultivation of students' economic practice ability^[6]. Economics teachers can combine a variety of teaching assessment methods to comprehensively understand and master the learning situation of students. For example, for the practical knowledge in the economic teaching content, teachers can carry out practical assessment methods to improve students' application ability of economic knowledge by simulating the market environment and the company operation. In addition, teachers can also strengthen the analysis of students' learning ability and application ability by means of classroom inspection and homework review, so as to consolidate students' economic knowledge system and promote their comprehensive development.

5. Conclusion

To sum up, due to the particularity of the teaching concept of applied undergraduate colleges, paying close attention to the needs of social talents, adjusting and improving the teaching program is the basis and premise for promoting the better development of students^[7]. In the face of the high demand of the society for economic application talents, the teaching reform of economics can not only effectively improve the teaching efficiency and quality, but also cultivate the students' professional ability, and thus provide good development opportunities for students. Therefore, applied undergraduate colleges should strengthen the reform of economics teaching by innovating teaching contents, improving teaching methods and paying attention to teaching assessment, so as

to cultivate more professionals with economic application ability for the society.

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