

The Teaching Reform, Innovation, and Practice of Undergraduate Economics Major

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Abstract: In contemporary colleges and universities, the economics major plays an important role in higher education teaching. Teachers of economics major use various and diversified teaching methods to educate and guide students under the direction of rigorous and scientific teaching principles, which is not only conducive to the creation of a new ecology and a new model of contemporary higher education, but also the promotion of an all-round development of the modernization of contemporary higher education.

Keywords: Higher education; Teaching methods; Teaching reform; Innovation; Economics major

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1. Introduction

In recent years, with the exchange and integration of Chinese and western education, culture, and ideas along with the continuous advancement of internet technology, the cultivation of students' literacy and skills under the background of contemporary new education has become more diversified ^[1]. Hence, in the teaching of contemporary higher education, teachers should also keep pace with the times, seek truth from facts, and actively adopt various types and models to educate and guide students under the student-oriented concept, so as to effectively ensure the learning effect of students' professional curriculum knowledge and promote the all-round development and improvement of their literacy and skills.

2. Scientifically carry out investigation and analysis and design a feasible professional training plan

2.1. Guided by market demand, scientifically establish the training direction

Colleges and universities of economics should ascertain the connotation and direction of the specialty on the basis of clearly defining the market demand for specialties. In order to effectively and thoroughly train talents of economic majors, it is imperative to understand the job and employment needs of economic majors, create a scientific positioning for talent training, build students' training ideas and system with professional standards and grades, and then scientifically put forward suggestions for curriculum development ^[2]. Undergraduate colleges and universities of economics should establish a section investigation team comprising of professional teachers. Through thorough investigations of current enterprises, the industry, and market development, it is possible to predict the actual demand for economic professional training from a professional perspective and analyze the development prospects of economic professionals, so as to decide on the training objectives for professionals, in order to meet the market's future development needs on the basis of continuous scientific practice. For example, the international trade major of Guangzhou City University of Technology offers a digital trade focus, while its economics major

offers a digital economy focus, all of which engender a better alignment of talent training with the market demand and enhance students' employment competitiveness.

2.2. Scientifically position the training objectives and effectively promote talent development

For economic courses, the direction of professional training objectives should be based on the analysis of typical professional activities, meet the professional-standard skill and knowledge requirements, integrate with professional qualification certificates, reflect the needs of professional job groups, realize students' job employability, reflect new teaching ideas, serve the regional economic needs, accurately identify the professional training objectives and talent specifications, as well as reflect the knowledge, skills, professional ethics, values, and other necessary professional abilities of graduates ^[3]. For example, the compulsory and elective courses of international trade include econometrics, chain blocks in international trade, the application of cloud computing in international trade, and other courses. These courses train students to apply the basic knowledge of international economics and trade, the basic principles of the discipline, and various data analysis methods to recognize, express, and analyze actual economic problems, so as to develop the skills necessary to succeed in the job market.

3. Focus on the cultivation of practical skills and establish a practical-oriented curriculum

3.1. Strengthen the cultivation of professional skills and quality

In developing curriculum systems, schools should take the specific process guidance of economic majors as the actual operation case and implement its positioning objectives, evaluation system, and content requirements in the cultivation of professional skills ^[4]. Schools should also take the cultivation of students' professional skills as the core content in the scientific formulation of teaching and training programs, as well as in specific teaching processes. In the training process, it is necessary to emphasize professional skills training under the guidance of the work process, so that students can scientifically master their specific work process through three stages (plan implementation, scientific development, and core test), effectively strengthen their professional skills and quality, as well as improve their comprehensive level ^[5].

3.2. Establish a practical-orientated curriculum

The education and development of courses for economic majors should not aim solely at imparting economic skills and knowledge, but rather on relevant learning concepts and methods. The curriculum system should be guided by the specific work process. By designing various work scenarios and job demand conditions, students may continually grasp the practical and theoretical knowledge they have gained and mastered in the course of practical operation ^[6]. Action orientation is not a specific teaching method that can be taught, but rather a guiding ideology or strategy based on a certain demand or action to achieve a goal, which can be embodied in one or several different teaching ideas or teaching methods ^[7], such as case teaching method, project teaching method, situational teaching method, and so on. In action orientation, teachers will no longer be teachers of skills and knowledge, but rather interrogators and bystanders who will provide guidance. Through this guiding ideology, learning becomes discussion, while practical operation becomes practical creation. In that way, students' skills and knowledge will be more diversified yet stable in practice. Furthermore, in the teaching process, schools should also actively pay attention to the scientific evaluation of students in terms of talent training, provide thorough guidance through scientific evaluation, and help students enhance their own learning, self-demand, inquiry consciousness, and comprehensive quality.

4. Implement diversified teaching and training methods to ensure the training effect of students

4.1. Implement the layered teaching method

Each student is unique. In the acquisition of skills and knowledge, their learning states vary in view of different learning capacities, family education backgrounds, and daily learning environments. Therefore, in the teaching of various economics majors, teachers should implement layered education in accordance with the different learning states and conditions of students, so that each student can be involved in scientific learning, with each student developing at their own pace. For example, for students with quick thinking and high literacy, teachers can put forward more relevant inquiry questions in classroom teaching or when giving assignments, so as to encourage them to carry out active independent inquiry and scientific verification, all of which will enhance and improve their learning literacy and learning level ^[8]. When teaching a specific knowledge point, teachers should not focus solely on advocating basic knowledge mastery; instead, they should encourage students to think actively, expand the knowledge point learned, and understand other knowledge points by analogy, so as to gain more knowledge in a short period of time. For students with moderate learning skills and quality, teachers should give these students more affirmations in classroom teaching and enable them to master classroom knowledge and complete the consolidation of knowledge and skills involved in the classroom through summary and induction as well as other methods. For students who do not show much interest in learning, teachers should conduct thorough analyses, consistently lead and foster their learning interests by giving illustrations or information that they are interested in, and gradually identify the advantages and disadvantages of their learning methods, so that they can assist students in mastering certain skills and knowledge, improving the effectiveness and scientificity of their own learning methods, as well as enhancing their comprehensive learning literacy.

4.2. Adopt the cloud platform approach

Cloud platform education is an advanced education method in today's internet era, and its main operation is mainly based on the analysis and interpretation of big data. After imparting basic knowledge and skills, teachers should encourage students to engage in exercises on cloud platforms, which can help analyze and identify the advantages and disadvantages of students' actual skills and knowledge based on the data obtained from the exercises done, including the difficulty, questions answered wrongly, and the time taken to answer, so as to help students recognize their learning defects, provide corresponding assistance in a targeted manner, and help students identify the omissions, fill in the gaps, as well as effectively complete an in-depth acquisition and firm mastery of skills and knowledge ^[9]. Cloud platform education is a new way of contemporary internet-assisted instruction. It not only breaks the original educational ecological mode, but also effectively enhances students' comprehensive learning literacy and promotes the improvement and development of students' comprehensive skills. For example, when teaching students about economic history, teachers can use the teaching and research platform to educate and guide students, stimulate their interest in learning, and then utilize micro classes to guide students in learning and researching the corresponding knowledge points step by step. With the support of real-time communication systems via the internet, students can carry out group cooperation, online exploration and analysis, as well as master corresponding knowledge scientifically. Following the preview, in classroom teaching, teachers can answer the questions posed by students and solve the problems faced by them during discussions, as well as provide targeted explanations and exercises based on the needs of the majority of students. After classes, teachers can then encourage students to utilize educational cloud platforms, so as to carry out targeted evaluation and analysis, as well as complete the comprehensive mastery and systematic explanation of corresponding skills and knowledge through big data analysis.

4.3. Establish a diversified evaluation system

A scientific evaluation system not only assists students in mastering professional skills and knowledge as well as in deepening their learning skills, but also improves their learning efficiency. Hence, when training economic professionals, teachers should not only use a variety of teaching methods, but also design and implement a diverse curriculum and an evaluation system, which evaluates students' literacy and skills, based on students' actual situation from the standpoint of self-development^[10]. In the specific design, teachers can assess students from three different domains, so as to ensure the scientificity of the assessment and effectively enhance students' comprehensive quality. The first is daily assessment, in which a simple evaluation is designed to grasp the actual learning effect of students in daily teaching, and targeted explanations are then carried out to help students master certain knowledge points. The second is final examination, in which this domain embodies the actual examination and evaluation of students' knowledge intensity and knowledge density. The last domain is comprehensive evaluation, in which a comprehensive score is contrived combining daily classroom learning, experimental learning, and extracurricular evaluation. The goal is not to evaluate students, but rather to pay attention to and understand them in order to better assist them, as well as to make attempts and develop with purpose and focus.

5. Conclusion

In a word, in the training of economic professionals in colleges and universities, teachers should consider the actual situation of colleges and universities as well as the development of students, pursue the student-centered principle, and actively adopt diversified and various teaching methods to train students in the development direction of the discipline, so as to effectively ensure the training effect of students, improve students' comprehensive quality, and promote their all-round development.

Disclosure statement

The author declares no conflict of interest.

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