

Research on the Teaching Reform of Western Economics from the Perspective of Innovation and Entrepreneurship

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Abstract

As one of its eight major economic core courses, "Western Economics" has been unable to meet the demand for innovative economic talents in the new era with its traditional teaching model. This paper starts from the problems existing in the current "Western Economics" teaching model, such as single teaching method, weak participation of students, lack of cultivation of innovative ability and single assessment method. This paper puts forward four principles that should be satisfied in the reform of western economics teaching model, namely, the heuristic principle, the cooperative principle, the environmental principle and the real-time principle, and gives three teaching models, namely, the four-stage teaching model, the discussion teaching model and the experiential teaching model, as a reference, in order to improve the teaching quality of western economics and to send high-quality talents for China's high-quality economic growth.

Keywords

Western economics; Principles; The four-stage teaching model; Discussion teaching model; Experiential teaching model.

1. Introduction

With the continuous development of the socialist market economy system, the economy in China is gradually changing from rapid growth to high-quality growth. The high-quality growth of the market economy cannot be separated from the promotion of innovative talents in the economy, which has given China's colleges and universities the great task of cultivating innovative talents [1]. In China's economic colleges and universities, "western economics" is one of the eight core courses in economics, which plays an important role in training students to master basic economic theories, analyze the current economic situation, grasp the economic frontier dynamics, understand national policies and innovate the mode of economic development. However, the current teaching model and objectives of "Western Economics" in China's ordinary universities cannot meet the requirements of cultivating innovative economic talents in the new era. The traditional teaching model, which emphasizes theory over practice, evaluation over knowledge, and tradition over innovation, urgently needs reform and innovation [2].

2. Literature Review

In the reform of "western economics" teaching model, there is no lack of scholars' research on it and there are many research results. For example, teachers can modularize the cases needed in class, which can arouse students' interest in learning and improve the quality of teaching. The cases needed for western economics teaching can be modularized by adopting modern big data technology [3]. In the process of teaching reform, attention should be paid to the combination of theory and practice, not divorced from reality, and the cultivation of the ability

to analyze and solve practical problems. At present, the teaching of western economics in China's colleges and universities is still in the elementary stage. We should reform the teaching methods from the aspects of modern teaching environment and sharing of teaching resources. Take the employment demand as the guidance, take the cultivation of "double-creative" talents as the goal, change the shortcomings of the traditional teaching mode, and optimize the curriculum system in the aspects of teaching methods, practice, mode and management innovation [4]. In the "big ideological and political" education pattern, the teaching of western economics should be reformed from the aspects of ideological and political teaching objectives and specific teaching strategies [5]. The ideological and political teaching of western economics can also be synchronized with the mixed teaching of professional theoretical knowledge because of their unity. Can start from strengthening the education of economic history, the use of virtual simulation technology to simulate the teaching content of the course, grasp the importance of the content of the course, to achieve a definite object in view [6]. To change the assessment methods, abandon the traditional theory of volume points, establish a multi-dimensional curriculum assessment system, in order to cultivate high-quality talents in the new era as the goal. to create a discussion-oriented teaching model, with learning as the main body, to improve teachers' ability to guide and create a good atmosphere for discussion [7]. To sum up, many scholars put forward different ways and means of reform and innovation from different perspectives, which has provided great reference value for our research.

3. The Restrictive Factors of the Current Teaching Mode of Western Economics

3.1. Single Teaching Method

All along, the traditional teaching model in our country is a unilateral teaching formula from "teaching" to "learning". This traditional concept still has a strong influence today. Most teachers adopt "spoon-feeding" education, and seldom change this traditional education mode from students' learning needs to students' interests. Interactive education is often ignored, lacking diversified education modes, and the form of education is too single to stimulate students' learning motivation and learning motivation. In addition, many western economics teachers, while adopting traditional teaching imitation, refuse to try other teaching modes or operate other academic imitation properly, which makes the teaching method of western economics too single and inevitably leads to the decrease of teaching quality and academic effect [8].

3.2. Students' Sense of Participation Is Not Strong

Western economics is a theory-centered discipline. For students who have just come into contact with economics, most of the knowledge they know is acquired indirectly, rather than by participating in relevant economic activities themselves. In the teaching of western economics, the teaching habit of western economics in Chinese colleges and universities uses mathematical derivation to express economic theory, placing too much emphasis on the process of mathematical derivation. Mathematical deduction is applied to abstract logic, different people and things are abstracted as numbers, and many formulas and models are used to deduce conclusions to explain the results of economic activities. This requires students to have a fairly deep foundation in order to learn western economics. The students with weak foundation are in a dilemma. They don't understand what the teacher is saying at all, and they have no consciousness of participating in the class [9].

3.3. Lack of Cultivation of Innovative Ability

What society needs now is economic talents with innovative thinking ability. Famous economist John Maynard Keynes once said: "Economic theory is not a conclusion that can be used for

ready-made policy analysis. It is a kind of knowledge tool, a kind of thinking skill, and can help people draw correct conclusions with it."This is to tell us that the purpose of learning basic theories is to enable us to have the ability to analyze problems and solve practical problems. However, in the current education, students lack the enthusiasm to actively discover the economic principles and laws behind the problem from different perspectives and when different viewpoints clash, they can reach the initiative to understand the problem at a deeper level and discover the economic principles and laws behind the practice cases, placing one-sided emphasis on imparting knowledge and training examination skills, ignoring the development of economic logic thinking, and students lack innovation ability [10].

3.4. Single Assessment Method

Traditional teaching assessment is based on theoretical knowledge and lacks assessment that reflects practical problems of cases. This assessment method is to examine students' knowledge memory ability and ignore the assessment that students solve practical problems with what they have learned. This purely theoretical assessment method enables students to learn quickly and forget quickly, which is not conducive to the improvement of students' comprehensive quality and the cultivation of innovation ability. There will also be an extreme situation. Students who do not study at ordinary times can also achieve good results by strengthening their memory for a few days before the examination. This will cause a great gap in the minds of those students who study hard at ordinary times. It will lose the real significance of the examination and run counter to the idea of cultivating innovative talents in the current society.

4. Principles of Teaching Mode Reform of Western Economics

4.1. Enlightening Principle

First of all, it clarifies that students are the main body and teachers play a leading role in allowing students to explore, think and solve practical problems independently. The students' learning process is carried out under the guidance of teachers. In this process, students' subjective initiative must be brought into full play. Lack of teachers' guidance will reduce students' learning efficiency, but over-reliance on teachers will also affect students' ability to think independently. In order to give full play to students' initiative in learning, teachers can use the favorable factors in the plan to overcome the unfavorable factors, give full play to students' active role, participate in educational activities effectively and actively, and stimulate students' learning motivation. Teachers should combine the reality, put forward enlightening questions, inspire students' thinking, broaden students' thinking, enable students to obtain thinking modes such as analysis, summary and reasoning, and improve their logical thinking ability [11].

4.2. Cooperative Principle

In social constructivism, learning is a process of cultural participation. Learners are considered to construct relevant knowledge by participating in a specific practical activity. Learning requires individuals not only to actively deal with their own learning content, but also to cooperate with other learners. Under the guidance of teachers, students can form a community in which they can discuss and argue with each other, complement and perfect each other, and share knowledge and achievements, thus completing the construction of the knowledge they have learned.

4.3. Environmental Principle

For classroom education, due to the large amount of data resources on the network, if students are allowed to search for information themselves, the efficiency will be very low. This is because students' time, energy and ability to access literature are limited. Therefore, teachers need to

organize and digitally integrate relevant learning resources, enhance availability and sharing, reasonably organize information resources around students, and ensure the timely supply of resources and information. By placing the resources that meet the learning objectives on the Internet, students can explore and learn independently and use various tools and information resources to achieve their learning objectives. In this way, students are in an active learning environment, and they control their own learning.

4.4. Real-time Principle

In the education process of economic courses, besides basic theories, the education content must also accept the new changes and new impetus of economic conditions, integrate the new ideas and concepts in economic research, look for case materials from the social and economic activities faced by students, broaden students' interest perspective and encourage students to take the initiative to learn. It will help students adapt to complex economic problems and improve their ability to comprehensively analyze and explain economic phenomena. Moreover, with the rapid development of the Internet, the speed of obtaining information is also greatly accelerated. Real-time economic problems can be collected and interacted with students at any time. Students can express their views on the problem according to the economic principles they have learned, and apply what they have learned to practical use [12].

5. Teaching Reform Path of Western Economics

5.1. Constructivism Teaching Model-four-paragraph Teaching Model

The four-stage teaching model mainly includes four parts, which are teaching-oriented, learning-centered, question-centered, and knowledge-building-oriented. The detailed steps are to ask questions, analyze problems, focus on solving problems, and review, reflect and expand problems. The application in the teaching of western economics can be reflected in the fact that the teachers in class, when telling a certain economic theory, can ask the students questions in combination with the current hot current affairs. The students find the problems and get their own answers by thinking about this hot issue. The teachers summarize the theories according to the students' answers and make theoretical guidance and specific solutions. The students form a new cognitive structure according to the correct explanation. Through this model to cultivate students' independent thinking ability and improve students' problem-solving ability is the starting point and foothold of education. We should take students as the center and emphasize students' active role in the whole class, so that students can always think, explore everywhere, and constantly seek personal experience, and finally realize the construction of personal knowledge [13].

5.2. Discussion-based Teaching Model

Discussion-based teaching model can be divided into six basic links in the process of western economics education: demonstration and explanation, independent exploration, organization of classroom discussion, overall improvement, evaluation of educational effect and reflection and feedback. Demonstration and explanation is an important part of discussion-based teaching, which includes teachers' teaching of basic theoretical knowledge and principles of western economics to students, and formulating detailed educational implementation plan in line with the educational syllabus of western economics. Self-exploration refers to a directional training process in which students give full play to their roles and conduct scientific research independently. Teachers inspire students to think through classic economic cases and cultivate students' ability to explore materials and analyze and think. Organizing classroom discussion research is the focus of discussion education. By discussing social development phenomena, students can become more sensitive to economic phenomena. For teachers, overall promotion is relatively important. Teachers should organize students' symposiums before the end of each

symposium to find out students' satisfaction and recognition of the symposium-style education method by means of questionnaires, and to improve and adjust the symposium-style education method. The contents of the questionnaire mainly involve students' basic information, information retrieval and collection, preparation for class discussion, recognition of discussion-based teaching methods, evaluation of educational effect and satisfaction, etc.

5.3. Experiential Teaching Model

The experiential teaching model can be divided into four stages. It includes interest stimulation stage, practical experience stage, experience internalization stage and reinforcement feedback stage. Among them, the main body of interest stimulation stage is the students, and the teachers create a stage to guide the students before entering the experience state. This stage is an actual feeling stage, which can be closely related to the students' life, such as vivid words, facts, everyone is paying attention to or other interesting situations, and at the same time guide them to ask questions, so that students have a vague and abstract concept of what they have experienced and know. The most important part of the practical experience stage and the experience internalization stage is that the teacher grasps the design and rhythm of the experience situation according to the students' cognitive rules, and promotes the experience internalization process according to the students' emotional differences. The students transform the previously ambiguous and abstract impressions and concepts into their own internal impressions and concepts. In the process of internalization, one way is for teachers to organize students to have group discussions. In the exchange, students can further eliminate the ambiguous feelings before, further sublimate and internalize their knowledge, and make them their own ideals and values. The stage of strengthening feedback is the stage of strengthening knowledge. Students can play a role of adjustment and reinforcement according to their own life experiences and feelings, as well as their innate knowledge system and values [14]. Teachers should reasonably set up the evaluation process according to students' specific conditions. For example, students are asked to sum up their inherently ambiguous concepts, or they can test them by changing their methods.

6. Conclusion

In order to adapt to the changing constitution of market economy in our modern society, the reform of western economics teaching model in colleges and universities plays an important role in cultivating innovative talents. Aiming at the problems of the current western economics teaching mode, we can change the traditional teaching mode and adopt a new teaching mode to enrich the western economics teaching content, improve the teaching quality and cultivate more high-quality talents for the high-quality growth of our economy.

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