

Research on Case Teaching Reform of Economics Course Based on Innovation and Entrepreneurship Education

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Abstract—In the face of the requirements of innovative talent training objectives, theoretical economics teaching must change the traditional teaching mode. To reform the teaching content, teaching methods, teaching methods and assessment methods of theoretical economics, teachers should enhance students' ability to analyze and apply economic theory by emphasizing and strengthening case teaching, heuristic teaching, and discussion-based teaching. Specific case teaching can be interspersed case teaching, discussion-based case teaching, participatory case teaching, and organizing thematic debates or discussions. Develop students' divergent and abstract thinking skills and improve students' ability to innovate and start a business.

Keywords—*theoretical economics, curriculum reform, case teaching*

I. INTRODUCTION

Case teaching is a new teaching method different from traditional teaching. The theory and practice of case teaching prove that case teaching is practical, innovative, stimulating and interactive. The case teaching of theoretical economics course has the nature of practical teaching. At present, there are problems in the teaching of theoretical economics, such as outdated teaching concepts, imperfect whole-course practical teaching system, lack of "double-teacher" teachers, insufficient teaching cases, and low quality. Therefore, it is necessary to follow the requirements of the whole practice teaching system, innovate concept, overall planning, make active and interactive comprehensive innovation, format novel system, select the case teaching mode adapted to local conditions, and realize the optimization of theoretical economics case teaching planning, implementation and evaluation process. In the process of teaching, this paper should not only have theoretical guidance, but also understand and deepen the meaning of the theory through specific cases. It is also necessary to understand, analyze and solve problems under the guidance of theory. This is the essence of case teaching. The theoretical basis of case teaching shows that case teaching is practical, innovative, stimulating and interactive.

II. THE NECESSITY OF TEACHING REFORM OF ECONOMICS COURSE UNDER THE BACKGROUND OF INNOVATION AND ENTREPRENEURSHIP EDUCATION

The "National Medium- and Long-Term Education Reform and Development Plan (2010-2020)" and "Ministry of Education's Opinions on Promoting Innovation and Entrepreneurship Education in Colleges and Universities and Self-employment of College Students" clearly stated that it is necessary to "strengthen employment and entrepreneurship education and employment guidance services for college students", pointed out that carrying out innovation and entrepreneurship education in colleges and universities is a major strategic measure to promote employment through entrepreneurship, promote full employment of college graduates and serve the construction of innovative countries. The 21st century is an era of innovation and entrepreneurship, innovation and entrepreneurship. As a bridge between science and technology that ultimately transforms into real productivity, it becomes an engine of economic development and an increasingly important driving force.

In foreign countries, universities and governments attach great importance to innovation and entrepreneurship education, and through the establishment of a series of entrepreneurship courses to cultivate college students' entrepreneurial awareness and entrepreneurial spirit, in order to enhance their future entrepreneurial skills. China's innovation and entrepreneurship education is in its infancy. Some innovative and entrepreneurial courses in colleges and universities are fragmented and scattered. The innovation and entrepreneurship education is mainly based on employment guidance and lacks corresponding systematic courses. Economics is a professional basic course that must be opened in the economics and management majors of higher education institutions in China. For the ever-changing and highly competitive domestic and international markets and the economic situation, the management talents should not only have a solid economic foundation, but also be familiar with economics professional principle knowledge, familiar with the law of economic operation, should have a broad vision at home and abroad, a strong sense of market economy, a high sensitivity to problems and opportunities, and the ability to think and innovate. For such innovative talent training objectives, theoretical economics teaching needs to change the traditional teaching mode.

III. THOUGHTS AND OBJECTIVES OF TEACHING REFORM OF "TECHNOLOGY ECONOMICS" COURSE UNDER THE BACKGROUND OF ENTREPRENEURSHIP EDUCATION

Technical economics is an applied economics with a wide range of research, including economic evaluation methods for technical solutions, investment project feasibility studies, equipment renewal decisions, technology selection, technological innovation, and value engineering. In management undergraduate teaching, the core content of the "Technology Economics" course is project decision analysis and evaluation, including project market analysis, construction program research, investment estimation and financing plan research, capital time value and program comparison, and financial analysis, economic analysis, resource utilization and evaluation, environmental impact assessment, social assessment, uncertainty analysis and risk analysis, etc.

The theory and method of project decision analysis and evaluation is a powerful tool to improve project investment decision-making level and investment efficiency, and is also the basic knowledge necessary for entrepreneurial talents. In addition, the strong practicality of the "Technology Economics" course can lay the foundation for entrepreneurial practice. Incorporating embedded teaching with entrepreneurial content in course teaching as a carrier is one of the best practical ways for college students to obtain entrepreneurship education. In the teaching of "Technology Economics" in business administration, with the orientation of entrepreneurial talents as the guide, the "Technology Economics" course as the carrier, improve the teaching system, optimize the teaching content, strengthen the practical teaching, and start the business in the curriculum design. Knowledge and entrepreneurship training is subtly integrated into the curriculum, making the "Technology Economics" course entrepreneurial. At the same time, we must innovate teaching methods, cultivate students' innovative thinking ability, analytical thinking ability, teamwork spirit, and cultivate students' entrepreneurial literacy based on professional knowledge.

The goal of curriculum reform is set to three aspects: knowledge goal, ability goal and quality goal. Knowledge goal is to master the basic theories and methods of investment project decision analysis and evaluation, and improve the entrepreneurial knowledge structure. Competency goals are the ability to develop scientific observation and thinking, the ability to independently acquire knowledge, and the ability to analyze and solve problems. The quality goal is to cultivate students' realistic spirit, innovation and entrepreneurial awareness, risk awareness and team spirit.

IV. PROBLEMS IN CASE TEACHING OF THEORETICAL ECONOMICS COURSES

Under the market economic system, in the process of global economic integration, the teaching of theoretical economics is a course with practical teaching characteristics. In the actual teaching process, it is also one of the courses that use case teaching, but in the case teaching process. There are also some problems that need to be solved.

A. *Traditional Teaching Concepts are Old*

As a kind of inspiring, guiding and participatory practice teaching method, case teaching plays an irreplaceable role in the practical and applied theoretical economics teaching process. However, due to the influence of traditional teaching concepts, case teaching has not been formally incorporated into the teaching process, or there is a large deviation in the application of case teaching. Firstly, influenced by the traditional test-oriented education, the teacher continued the role of "one-word", but explained the knowledge module. The students continued the inertia of passive knowledge, but accepted it without thinking and innovation. Secondly, it is not enough to understand the importance of case teaching. It is considered that it is not worth investing a lot of manpower, material resources and time. Thirdly, it is only a case teaching method as a teaching method. It is considered that case teaching is not a fundamental reform of teaching. Therefore, in actual teaching activities, the case is only used as a tool or illustration of the theory of interpretation, which makes the teaching lose its original meaning and role.

B. *The Whole Process of Teaching System is not Perfect*

Case teaching is not just a teaching method, but a brand-new teaching reform. It is not an illustrative explanation of the theory, nor is it a partial application in the theoretical teaching process, and it is a practical teaching link throughout the teaching process. Therefore, it is very important to implement the whole teaching system. At present, a prominent problem in the case teaching of theoretical economics is that the whole practice teaching system is not perfect. The main manifestations are as follows: Firstly, the case teaching is relatively fragmentary and does not run through the entire teaching process. Secondly, the case teaching is not systematic, and the internal logical connection is missing. Thirdly, the integration of case teaching and theoretical teaching is not high. It fails to grasp the connotation of the whole-course practical teaching system as a whole. In the teaching process, there are often "two skins" problems of purely theoretical bias and simple case bias.

C. *"Double-qualified" Type Teacher is Lacking*

In case teaching, students are the main body and teachers are the key. Case teaching has higher requirements for teachers. At present, the "double-qualified" type of teacher in case teaching is a lack of teachers who can teach both theory and practical experience. Firstly, because traditional education influence and case teaching are carried out relatively late in China, a large number of teachers are focused on theoretical teaching, and few cases are involved in case teaching. Secondly, teachers lack understanding of case teaching. In the process of transition from simple theoretical teaching to "double-qualified", the process is slow. Thirdly, teachers are not engaged in practical economic activities, and they cannot grasp the degree of case teaching

well from the height of integration of theory and practice, thus failing to achieve the effect of case teaching. Fourthly, due to the lack of practical experience, teachers can't judge, reasonably guide and solve problems in the process of case teaching.

V. THE SPECIFIC PRACTICE OF PROMOTING THE REFORM OF THEORETICAL ECONOMICS TEACHING METHODS

Compared with research universities, teachers' teaching ability is not uniform, students' understanding and self-learning ability are insufficient, and the theoretically strong economics course is difficult to teach, and the theoretical economics teaching effect is not high. How to implement case teaching for this part of colleges and universities, improve students' ability to understand economic problems, explore ways to improve the theoretical economics teaching mode of local colleges and universities, and implement methods and methods of case teaching? It is necessary to reposition the knowledge, ability and quality requirements of theoretical economics courses, and reform the theoretical economics teaching content, teaching methods, teaching methods and assessment methods. Teachers emphasize and strengthen case teaching, heuristic teaching, discussion teaching and so on to improve students' ability to analyze and apply economic theory, develop students' divergent and abstract thinking skills, and improve students' ability to innovate and start their own businesses.

A. *Reorient the Teaching Objectives of the Course and Choose the Teaching Content*

Firstly, reorient the knowledge, ability, and quality requirements of the theoretical economics curriculum, and adjust the teaching objectives of the curriculum from the past "emphasizing knowledge, lighting ability and quality" to "lighting knowledge, focusing on ability and quality". All in order to improve students' ability to analyze actual economic problems, cultivate students' abstract, independent and divergent thinking skills, and enable students to have good innovation and entrepreneurial abilities. Secondly, the content of the teaching should be selected according to the requirements of the teaching objectives, and weaken those already theoretically strong, particularly abstract, and far-reaching actual economic problems, and strengthen those that are closely related to actual economic problems. It can inspire students' thinking, newer theories and teaching content.

B. *Revise the lesson plans and lectures*

It is necessary to present the teaching content best in the classroom. How to design the problem to guide the students' thinking and intersperse the case into the classroom teaching is the key issue to be considered. Form a set of mature teaching design that can be effectively implemented in the classroom, maximize the enthusiasm, initiative, and inspire students' thinking, and implement the text materials, that is, lectures and lesson plans.

C. *Reform teaching methods*

Firstly, adopt interspersed case teaching. In explaining the basic principles of economics in a chapter, various cases can be interspersed as part of the theory, so that students can understand the basic theoretical problems through the case. Secondly, discussion-style case teaching. After a chapter or a problem system is taught, the teacher presents a case for the students to analyze the discussion. Thirdly, organize thematic debates or discussions. Select some comprehensive cases, students are divided into two groups or groups to debate or discuss.

D. *Reform students' assessment*

The student assessment method should reflect the principle of "emphasizing the usual achievements, light examination results" and "emphasizing ability and quality, light specific knowledge". The examination papers should change the current situation of mainly objective problems. It is necessary to greatly increase the subjective analysis of the case design, encourage students to divergent thinking, bold ideas, and reasonable predictions.

VI. SUMMARY

For local undergraduate colleges that mainly cultivate applied college students, how to make the curriculum teaching and reality closely integrate, improve students' ability to analyze and solve problems, cultivate students' innovative ability to have divergent thinking, and advocate case teaching is an effective way. At the same time, we must reform the assessment system and improve the teaching effect of theoretical economics through comprehensive reform of the process and results.

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