







### **3.2 Increase Group Discussions, Cultivate Student's Ability in Teamwork**

We give full play to student's dominant role in study; before a course begins, the students need to form self-study group voluntarily, usually 4 to 6 students a group; they can discuss with each other in daily time and receive assessment on contents learned through self-study in final exam as a group. In the class, combining with group discussion, teachers point out key questions for students, and instruct them to read the text book, to learn independently around the question, and to discuss in group; in this way, students can master knowledge points and exercise their abilities in the process of seeking for the answer and answering the questions. After the class, teachers assign comprehensive questions, students have to check, collect and categorize relative materials by themselves and then hand in their assignments. Students don't have to get terminal conclusion, in other words, their answers could be open-ended. The method not only boosts student's initiative in attending teaching activities but also enhances their ability in team work.

### **3.3 Organize Students to Attend Competition, Cultivate Students' Innovative Ability**

In recent years, our university gives high priority to "National Undergraduate Mathematical Modeling Competition"; we open courses to train students in the third semester. In 2012, our university organized ten groups to participate in the competition, and won the second place in Undergraduate Group of Beijing Division of National Undergraduate Mathematical Modeling Competition. It indicates that our students have a solid mathematical background, strong persistence, innovative mind and a spirit of team work.

## **4. Conclusion**

We chose 645 students from 17 classes of three different grades as experimental objects in the construction and application of applied economic mathematics course group. The initial results showed that the course group was highly approved by students and teachers of follow-up courses, increased students' initiative and confidence in study, effectively laid foundation for the study of follow-up courses, enhanced the innovation of teaching contents, teaching methods, and teaching aids of mathematics course in application-oriented universities, strengthened the cultivation of students' ability in practice, self-study, teamwork and innovation. The achievement will be further applied to educational reforms in other majors in order to fully display the teaching ideas of Beijing City University characterized by "adaptability, comprehensiveness, efficiency, practicability" as well as the "people-oriented" values in education.

### **References:**

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