A Comparative Study of Western Economics Teaching Methods

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ABSTRACT

This paper analyzes the characteristics and existing problems of Western economics courses, compares different teaching methods of Western economics, discusses the advantages and disadvantages and applicability of different teaching methods, and effectively improves the teaching effect of Western economics courses.

Keywords: Western economics, teaching methods, comparison

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The Western Economics Course is a social science that studies the effective allocation and full use of scarce resources under the conditions of a market economy. It is a basic theory course for economic management students. The course is dedicated to cultivating students' modern economic thinking and providing basic theories and analytical methods for the follow-up of relevant professional courses. With the improvement of people's living standards, more and more people are paying attention to the economy and the economy. There are more and more students studying economics, but Western economics is profound and profound, and some of the content is boring and difficult to understand. Then how to make this boring course in the teaching process so that students like to listen and are willing to learn, very important.

I. Characteristics of Western Economics Courses

1.1 Western economics has strong theoretical characteristics. Western economics belongs to the research category of theoretical economics, mainly including the two major parts of microeconomics and macroeconomics. There are many assumptions about the establishment of many theoretical models in this course, which eliminates many influencing factors in real life. For example, the economic man assumes that the participants in the economy are all rational, and any behavior of the participants is to maximize the interests of themselves. In reality, in addition to pursuing their own interests, people in the real world also reflect their personal responsibilities to society, such as unpaid donations. For example, the law of demand and the law of supply, assuming that other factors affecting the demand (supply) remain unchanged, only analyze the impact of changes in the price of the commodity on the demand for goods (supply). This will make the beginners of Western economics confused and puzzled.

1.2. The mathematical trend of Western economics. In the course of Western economics, most chapters need to use mathematical methods. Concepts such as elasticity, margin, and multiplier all require knowledge such as derivation in mathematics. The mathematics of modern economics research has become a trend and trend. Many economic Nobel Prize winners also study mathematics, which requires our students to have good mathematics skills, otherwise students are very economical when studying economics. It is easy to understand and absolutely boring, and eventually tired of learning.

1.3. The Western economic system is complete but there are many schools. Western economics has formed a relatively complete theoretical system and research methods. At the same time, the content system of Western economics is composed of economic theory and academic viewpoints of various schools, such as classical economics and neoclassical economics. Keynesian school, supply school, monetarist school, rational expectation school, etc. Different schools have different understandings and opinions on the same economic issue. For example, the classical economics school believes that the aggregate supply curve is vertical, while the Keynesian school believes that the aggregate supply curve is horizontal. Schools and schools have enriched and perfected the theoretical system of Western economics, and at the same time let students feel at a loss in the process of
learning.

2. the problems in the teaching of Western economics

2.1. Ignore the training of thinking methods. Western economics is more abstract and difficult to understand, so the training of thinking methods is crucial. Because the teaching time is limited, and the thinking method training is time-consuming and laborious, the teaching process is generally carried out in the order of the textbook chapters. Although the training method of the content method is also arranged in the teaching schedule or the teaching calendar, it often fails to affect the teaching progress. Carry out outreach training.

2.2. the practice class is ineffective. When asked how the practice of Western economics courses is carried out, most students do not know that there are practical links in Western economics courses. Teachers also said that there is a lack of guiding norms, implementation requirements and testing standards in Western economic practice, and it is impossible to carry out practical teaching.

2.3. Teaching methods and means are single. Most teachers use the "one-way" teaching mode when teaching western economics courses, and they do not interact and communicate with students. Under this mode of teaching, students are busy taking notes and have no time to think, let alone the cultivation of innovative thinking and ability. At present, Western economics courses in colleges and universities generally adopt multimedia teaching methods. However, when teachers teach, they often rely too much on multimedia. Some teachers' multimedia production is not clear, which increases the difficulty of students' listening.

2.4. Pay attention to knowledge transfer and contempt for homework. In order to save teaching costs, most colleges and universities generally adopt the method of class-based teaching. Due to the large number of students, the instructors can only pay attention to the progress of theoretical teaching, and it is difficult to teach in groups. The excessive number of people directly increases the workload of teachers' correction work. Most teachers have less assignments, and some students pay less attention to homework. The effect of digesting theoretical knowledge through practice cannot be guaranteed.

3. the comparison of Western economics teaching methods

The teaching methods of economic theory include traditional teaching methods, participatory teaching methods, seminar-based teaching methods, MOOC-style teaching, experimental teaching methods, case teaching methods, task-driven teaching methods, and group collaborative teaching methods. Comparing and analyzing the characteristics and differences of different teaching methods in economics has certain practical significance for improving the teaching effect of economics.

The traditional teaching method is based on lectures, and its teaching is centered on teachers, teaching materials and classrooms. The advantage lies in: it can highlight the systemicity and rigor of economic theory, and the on-the-spot board can clearly reproduce the reasoning process of complex theoretical models, leaving students with sufficient thinking time to emphasize the teaching and instilling of knowledge; the disadvantage lies in student participation Low, less interaction between
teachers and students, is not conducive to the students’ autonomy, enthusiasm and creativity. Mutu-style teaching, that is, large-scale open online course teaching, is the product of "Internet + education." The advantage lies in: the content of teaching content is high. With the help of the network platform and micro-video technology, the traditional "teacher first education, student after school" is turned into "student first learning, teacher after teaching", which can realize the reconstruction of teaching process. To make students truly become the main body of learning, the efficiency of classroom teaching has been greatly improved; the disadvantage is that this kind of teaching method makes the interaction and communication between teachers and students difficult, and the supervision and examination supervision of the learning process is difficult to implement. The development of teaching resources and technical maintenance requirements are high, and students are also difficult to experience the sense of the interaction between teachers and students and the personality charm and ideological infection of teachers.

Case-based teaching is a simulation practice method pioneered and advocated by Harvard University in the 1920s. It is widely used in economic management teaching. The advantage lies in: taking some hot issues in economic life as a case, it can arouse students' interest in learning, attract them to think actively, transform the boring and difficult-to-understand economic theory into practical knowledge at a glance, and improve students' ability to correctly analyze economic phenomena. For example, in the teaching of elasticity theory, students can first analyze why the income of farmers in the harvest year is decreasing, and the motivation behind the merchant price reduction promotion, and then explain it with the theory of elasticity, so that students quickly grasp the sales income, so students quickly grasp the relationship between sales revenue and demand. The disadvantage is that in the case teaching, the teacher should set the questions that need to be discussed in advance. The setting of the topic should be consistent with the relevant knowledge points of the theoretical teaching. The workload of the teachers before class is too large. Moreover, most schools adopt a combination of classes. Due to the large number of students, the instructors can only pay attention to the progress of theoretical teaching, and it is difficult to teach in groups. In addition, in some lower-level undergraduate colleges, students need to read relevant case materials before class, and their participation is not high. Some class case discussions may become a teacher's one-man show.

Experimental economics teaching research started late in China. Economics as a social science is usually considered to be unexplorable. Experimental economics teaching observes experimental behavior and experimental variables, and observes the behavior of the participants in the experiment. The actual data is analyzed to determine whether the conclusions obtained are consistent with the expected results of economic theory to verify and improve the existing economic theory. Many economic experiments in colleges and universities are still stuck in the process simulation experiment, which does not meet the requirements of economic teaching experiments. At present, only some 985 colleges and universities in the country have established economics teaching...
laboratories. The advantage is that in the teaching of experimental economics, students can participate in and experience the experimental process on the spot, and can more deeply understand and experience the economic theory and the assumptions on which it is based. For example, in the theory of consumer surplus theory, you can design a classroom auction experiment, from which we can finally conclude: Consumer surplus = the price consumers are willing to pay - the price actually paid by the consumer. The experimental teaching method is carried out by using games, experiments and role-playing methods. It is very interesting, so that students can understand and master the boring economic theory more intuitively and profoundly. The disadvantage is that compared with other teaching methods, the application of experimental teaching methods in economics teaching has more constraints on hardware and software conditions, and this teaching method can only be used in some knowledge points.

Practice teaching is to design a variety of practical links to provide students with a platform to analyze economic phenomena, solve economic problems, stimulate students' interest in learning, and cultivate students' practical ability and practical innovation ability. For certain specific knowledge chapters that are closer to students' lives, special survey methods can be used to guide students how to obtain relevant resources and data, guide students to read relevant theoretical knowledge, and analyze problems with specific economic theories. The advantage lies in: advocating students to consciously learn through hands-on experience in an open real life situation. Under the guidance of teachers, students select interesting research topics and conduct research by individual or group cooperation, which is more likely to stimulate students' attention and enthusiasm for discussion. For example, in the teaching of consumer behavior theory, students can be arranged to conduct a special survey. Divide students into groups, conduct market research in groups, find problems, identify topics, discuss exchanges, write group survey reports, and select a representative to explain the results of the survey in class. Teachers can organize classmates to discuss and discuss. Finally, the teacher summarizes and evaluates the investigation reports and speeches of each group. The disadvantage is that it takes a lot of spare time. At present, the assessment of Western economics generally adopts closed-end assessment. It is difficult to reflect the ability of students to connect theory with practice, which leads students to re-book the mechanical memory of book knowledge, while ignoring the cultivation of practical ability.

4. Thinking and discussion on teaching methods of western economics

In daily teaching, teachers should give full play to the advantages and applicable conditions of various teaching methods according to the professional needs of the subjects and the characteristics of the specific teaching content types of different chapters. Take the Western economics course as an example. The chapters will elaborate on how to adopt a diversified teaching method according to different contents. Western economics is a theoretical course with more, more abstract and mathematical mathematics. Class teaching is very important. Some chapters must even be taught in class. For example, when talking about the concept of GDP, it should be Make a
few points about this concept, such as regional principles, flow, final product, market value, etc. Although Western economics is more theoretical, it is close to life, making the resources of teaching cases more and more abundant. The case analysis is

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widely interspersed with Western economics teaching activities. For example, in the market structure, it can be used in China. The communications market China Telecom, China Mobile, China Unicom, China Netcom, China Railcom and other communications companies as an example to explore cooperation and competition between enterprises. At the same time, due to the rapid development of the Internet, many colleges and universities in China have taken courses. How to maintain the enthusiasm of schools and teachers is also a problem. University teachers have heavy on-campus teaching and research work every day. It is only a phased project for them. Once the project is over, the enthusiasm may be greatly reduced. The MOP class produced eventually became a "zombie course." Therefore, not all chapters are suitable for use in teaching modes such as case studies and classes. From the perspective of teaching content, compared with other content, the two chapters of consumer behavior theory and producer behavior theory involve more graphics and mathematical models, which is more difficult for beginners to understand. Teachers can make some online videos of relevant knowledge points in advance. After the students learn the relevant micro-courses before class, the teachers concentrate on explaining the difficulties in the class and answer the students' questions, which can greatly improve the classroom teaching efficiency.

With regard to unemployment and inflation, these contents can be felt in real life. Teachers can arrange relevant special research tasks, let students find data and data, and use relevant theories to analyze problems. For example, the relationship between the growth rate of M2 and house prices in China in recent years. When students complete the task of special research, they have a deeper understanding of relevant economic theories.

In addition to the efforts of many teachers, the exploration of western economics teaching methods needs to improve related teaching facilities. Teachers should combine multimedia technology with traditional teaching methods in the teaching process. Teachers should give full play to the advantages of modern information technology, and integrate teaching methods such as case teaching, heuristic teaching, traditional teaching methods, and experimental teaching methods with multimedia teaching, and integrate diagrams, texts, sounds, and images into teaching activities. Improve the efficiency of knowledge transfer. Carefully design classroom teaching to improve the participation of students in learning.

Teaching is an ongoing process, as is the case with Western Economics. When teaching, students should be tailored to different professional needs, and according to different teaching contents, classroom teaching should be carefully designed, and various teaching methods should be used together, and continuous exploration and summarization to find a teaching method that is truly suitable for students.

References


