

Reflection on the Reform of National Economics Teaching Model

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Abstract

National economics has different disciplinary origins both domestically and internationally, and this discipline has strong complexity and comprehensiveness. There are four problems in the teaching mode of national economics in China, including a one-way indoctrination teaching mode, unclear curriculum levels, closed curriculum organization form, and outdated teaching methods. In this regard, the following paths should be taken to promote the reform of the teaching mode of national economics, namely establishing a people-oriented teaching concept, strengthening the setting of courses at different levels, tracking the latest teaching theories, selecting appropriate teaching modes, and emphasizing the development and use of teaching methods.

Keywords

National Economics; Teaching Mode; Teaching Devices.

1. The Disciplinary Origins of National Economics

National economics is an economic discipline with Chinese characteristics, which is a powerful guarantee for the rapid development of China's economy. When applying national economics to guide economic development, we should pay more attention to the discipline construction of national economics and be prepared to cultivate more talents in national economics. National economics has different disciplinary origins both domestically and internationally. In the international academic community, it seems that there is not much difference between national economics and economics. It is also a discipline that studies the optimal allocation of scarce resources and the laws of economic operation. However, most countries such as the UK and the US refer to it as "economics", while Germany and Scandinavian countries habitually refer to it as "national economics".

In China, the predecessor of the discipline of National Economics was the discipline of National Economic Planning, originally founded by Renmin University of China in the early 1950s. With the gradual establishment of the socialist market economy system, the original discipline of national economic planning has undergone profound changes. National Economics officially became a graduate major recognized by the Chinese education regulatory authorities in 1998, belonging to the category of applied economics and coexisting with theoretical economics.

It is generally believed that national economics refers to a whole composed of all interconnected industrial sectors. Further research indicates that the national economy not only includes the economic activities of various industrial sectors, but also includes economic links (production, exchange, distribution, consumption), economic levels (macroeconomics, microeconomics), and economic regions (domestic economic regions, foreign economic regions). Therefore, the national economy can be regarded as a general term for a country's socio-economic activities. In China, national economics refers to an applied economic discipline that takes the entire national economy and social development as the research object,

comprehensively applies modern economic theories, and studies the process and laws of coordinated development of the national economy and society.

As a course, national economics is closely related to finance, macroeconomics, and microeconomics. It has strong comprehensiveness. Taking Professor Qian Bohai's "National Economics (Newly Revised Edition)" as an example, this course consists of 12 chapters, including: General Introduction, Basic Theory and Methods of National Economy, Operation Process of National Economy, Quantitative Relationship of National Economy, Supply and Demand Balance and National Economic Management, Supply Management and Industrial Structure, Demand Management and Investment Consumption, National Economic Policy Objectives and Macro Regulation, Financial and Taxation Mechanisms and Fiscal Regulation, Currency, Credit and Financial Regulation, External Economy and Its Control and Regulation, and Overall Model and Development Strategy of National Economy. It can be seen that the course system is vast, with a wide and complex content. The research methods mainly focus on macroeconomic analysis, but also involve microeconomic analysis, which includes both empirical analysis and normative analysis. It is a difficult course.

2. Problems in the Existing Teaching Mode of the National Economics Course

2.1. Teaching Mode Mainly Focuses on One-way Indoctrination

The traditional teaching model, although superficially advocating for "mutual learning and teaching" But in reality, it completely separates the teaching of teachers from the learning of students. In the classroom, there is a lack of interaction between teachers and students, and teaching is mainly manifested as active "indoctrination" by teachers and passive "acceptance" by students. Teachers strive to accurately impart existing knowledge and conclusions to students, while students memorize the teaching content through repeated mechanical memory diagrams in order to pass the assessment smoothly. In this mode, teachers are the core of teaching, and teaching is centered around existing textbooks, neglecting the cultivation of students' innovative abilities. This situation is common in classroom teaching from elementary school to university, and both teachers and students have become accustomed to it. However, in the teaching process of national economics courses, this one-way indoctrination teaching model has encountered unprecedented challenges, with teachers struggling to teach and students struggling to learn. For beginners, they feel very confused about the basic principles of macroeconomics, international finance, and international trade. In addition, the complex formulas, charts, and data that appear in many parts of the textbook greatly reduce their interest in learning. In the context of constantly changing textbook content with the practice of China's economic system reform, many teachers find it quite difficult to grasp the content of this course textbook. In addition, facing many students with low learning enthusiasm, it is difficult to achieve good teaching results by adopting the original teaching model. The main reason for this situation is that under the influence of the traditional educational concept of "imparting knowledge as the purpose", many teachers often focus on the knowledge teaching objectives when setting teaching objectives, designing teaching methods, and conducting teaching activities. For curriculum teaching, they excessively pursue the systematic and complete teaching of knowledge. When the curriculum is comprehensive, the content is extensive, and the class hours are insufficient, the original teaching objectives are difficult to achieve. While teachers impart knowledge unilaterally, the cultivation of students' innovative abilities is neglected, resulting in relatively low teaching efficiency. However, the existing teaching evaluation mechanism is not perfect, and teaching evaluation adopts the form of paper-based exams, further strengthening this bias.

2.2. Unclear Levels of Course Design

Although there are different versions of textbooks used between undergraduate and graduate students in National Economics, there is no significant difference in their specific content. Taking the main course textbook of National Economics as an example, the textbooks I have seen include: (1) Qian Bohai's "National Economics", published by China Economic Publishing House in 2000; (2) Edited by Wang Haiping and Wu Chunbo: "National Economic Management", published by Renmin University of China Press in 1994; (3) Edited by Li Hua and Liu Rui: "National Economic Management, Higher Education Press, 2001 edition; (Feng Liu Rui, editor in chief: Introduction to National Economic Management) Renmin University of China Press, 2004 edition. Except for the third book, which is only used for undergraduate teaching, the other three books are all used for undergraduate and graduate teaching. Although these textbooks have different names, most of their content covers each other, and the macroeconomic theories they include fall within the scope of intermediate macroeconomics, without increasing the difficulty level of the course. Due to the unclear hierarchical gradient of course teaching, coupled with the lack of necessary division by teachers in terms of content difficulty and required level when organizing teaching, the incentive mechanism for students is insufficient. The existence of ineffective teaching time and negative teaching time has resulted in high costs and low efficiency in talent cultivation.

2.3. Closed Course Organization Form

The course schedule is determined by the Teaching and Research Office based on the teaching plan, and the courses are taught by teachers assigned by the Teaching and Research Office in specific semesters. Students must study within the specified semester to obtain the required credits, and students lack the right to choose teachers. Due to the lack of competition among teachers in teaching, the supply of knowledge in classroom teaching is highly dependent on the personal potential of the main lecturer and their willingness and degree of performance. Affected by the expansion of enrollment in universities and the shortage of teachers in recent years, some schools have senior, intermediate, and junior title teachers all serve as main lecturers, and their teaching levels differ greatly from each other. Under existing teaching conditions, a teacher usually needs to face dozens of undergraduate students in the class (including master's and doctoral students, and some universities even offer cutting-edge courses to over 100 doctoral students at the same time), making it difficult to consider the foundation, interests, and strengths of each student. In order to save time and energy and achieve the expected teaching results, the phenomenon of "one size fits all" in teaching is serious, and the students trained are often standardized "products". In the same situation, teachers are quite cautious about updating teaching content, which to some extent leads to the relative aging of teaching content and inhibits the innovation of curriculum content.

2.4. Backward Teaching Methods

Due to insufficient funding and other reasons, the proportion of multimedia classrooms is relatively low in some universities, making it difficult to fully promote multimedia teaching in national economics teaching. But this is just one of the main reasons. More often than not, some teachers teach in multimedia classrooms but still prefer to use chalk and blackboards in class, rarely using electronic courseware. The use of multimedia teaching often requires teachers to prepare their own courseware, which is laborious and time-consuming. This may be another main reason why some teachers are distant from multimedia teaching. In the teaching of national economics, it is necessary to use a large number of charts, formulas, and cases, which can easily put teachers in a dilemma: either a large amount of blackboard writing or reading from the textbook. A large amount of blackboard writing and students being busy taking notes will inevitably affect the progress; Copying from the textbook can easily lead to student aversion to learning. The traditional teaching method of "chalk and blackboard" is obviously

difficult to meet teaching requirements, and outdated teaching methods restrict the improvement of teaching quality.

3. The Path of Reforming the Teaching Mode of National Economics

3.1. Establish a People-oriented Teaching Concept and Achieve Innovative Teaching Models

The most prominent drawback of the current teaching mode of the National Economics course is still the traditional one-way indoctrination teaching mode. The essence of this mode is to focus on the teacher as the center of teaching activities, while the teacher focuses on explaining the textbook, ignoring the student's subjectivity. Establishing a people-oriented teaching concept means paying attention to the humanistic nature of educational development, putting students at the center, valuing individual development and education issues, and constructing a teaching strategy system that is suitable for students' needs, interests, hobbies, and existing knowledge foundation.

3.2. Strengthen Research on Curriculum Design, Reflecting Different Levels

National economics is an applied economics discipline that extensively applies cutting-edge theories and mathematical tools from macroeconomics and microeconomics. Due to the fact that macroeconomics and microeconomics are both progressive disciplines, there are basic, intermediate, and advanced courses in the curriculum. Therefore, national economics should also be based on the principle of starting from shallow to deep, appropriately widening the gap, setting different levels of courses, and setting different credits according to different levels to meet the learning needs of students at different levels.

3.3. Choose an Appropriate Teaching Mode based on the Actual Teaching Situation

The available teaching modes are: (1) Multimedia network teaching mode. By adopting this model, teaching information can be expressed in forms such as graphics, images, sound, and text. Its advantages are that it can vividly and realistically convey the rich teaching content of national economics, overcoming the disadvantage of traditional teaching models that have a small amount of information; Secondly, the internet can provide rich information, which is beneficial for improving learning efficiency; Thirdly, it overcomes the temporal and spatial closure of traditional teaching organization forms, and can provide multiple teaching methods at the same time, better achieving personalized teaching according to students; Fourthly, it is beneficial for the interaction between students and teachers, as well as between students, to help students master knowledge and skills more comprehensively. (2) Research Discussion Practice Teaching Model. This mode includes three major steps. The first step is for teachers and students to conduct research on the basic concepts and problems of national economics. Teachers use cutting-edge knowledge of the subject to guide students, and students master basic concepts and understand basic problems through exploratory learning; The second step is for the teacher to ask questions for students to communicate and discuss, and then summarize them based on their communication and discussion; The third step is for students to analyze the operational status of the national economy through on-site research or collecting data from statistical yearbooks. Adopting this teaching mode is beneficial for unleashing students' initiative in learning.

3.4. Emphasize the Development of Teaching Methods and Promote the Optimization of Teaching Modes

Teaching methods play an important role in the reform of teaching modes. The use of modern teaching and intelligent methods such as multimedia, computers, and networks can further

promote the optimization of teaching modes. Firstly, it is conducive to encouraging students to change their previous passive acceptance state and actively engage in exploratory learning; Secondly, it is conducive to breaking the closed and singular nature of the original teaching organization form, and promoting the development of teaching organization form towards openness and diversity; Thirdly, it is conducive to teaching according to individual needs, improving teaching efficiency, and cultivating more high-quality talents.

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