

Teaching Reform of Macroeconomics Based on "Triple Chain Integration"

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Abstract

Macroeconomics is the core basic course for undergraduate students majoring in finance and economics in our university. It is a course with both basic theory and practical application. It is offered in the next semester of freshmen. In view of the pain points in the course teaching and ideological and political education of Macroeconomics, such as "two skins" in different degrees, uneven level of teachers' ideological and political education, and weak ability of students to integrate theory with practice, the course group, relying on the teaching team of the provincial course ideological and political reform demonstration project Macroeconomics and the teaching staff of the first-class course project of Macroeconomics at the school level, explored the connotative course according to the idea of "strike while the iron is hot" and "dig before building". Re-compiling the syllabus, based on online and offline mixed teaching, implementing the teaching concept of "teaching as the leading factor and learning as the main body", forming a "three-chain integration" teaching mode of "ideological and political education, professional education and practical education", realizing the curriculum goal of cultivating high-quality applied talents with ambition to help the people, international vision, feelings for home and country and social responsibility. Teachers and students share the same personal growth in the teaching and learning process.

Keywords

Macroeconomics; Curriculum teaching reform; ideological and political theories teaching in all course.

1. Reflection on Teaching Practice

Macroeconomics in our school chooses the second edition of Western Economics, a key textbook for Marxist theoretical research and construction engineering, with 64 theoretical hours. In private application-oriented undergraduate colleges, the value of university education tends to cultivate hands-on ability and practical ability. It is particularly important to do a good job in the ideological and political teaching of Macroeconomics with strong theoretical color and high social practice requirements, and to implement the fundamental task of educating people.

1.1. Class situation analysis

Macroeconomics is the core basic course of finance and economics majors in our university, and it is a course with both basic theory and practical application. Macroeconomics and Microeconomics together constitute the whole content of western economics, in order to learn from and apply the relevant theories of western economics to study China's economic reform and development. As far as the course content is concerned, Macroeconomics mainly solves the problems of economic depression, unemployment and inflation, and studies economic growth from both short-term and long-term levels. The course is logical, the knowledge is closely linked, closely linked, and step by step. The knowledge in front is the bedding behind, so you can't skip learning, and you must always understand it in a down-to-earth way.

1.2. Analysis of the problem of learning and teaching.

Macroeconomics and Microeconomics, which together constitute western economic theories, are offered in the first and second semesters of freshmen, respectively. Students often continue the learning style of being "fed" by teachers in senior high schools and lack the spirit of active inquiry learning. Both of these courses have a high failure rate and a heavy fear of difficulties, especially Macroeconomics, which has little to do with personal life. In teaching, the syllabus, as a programmatic document of curriculum teaching, has not changed much for many years. Most of the teachers are young people, who are busy digesting the teaching content and have limited teaching experience. They are not very good at teaching organization and classroom management, and some teachers even indulge students' bad habits, which makes it difficult for every teacher to effectively implement and promote the ideological and political education in the course to the teaching class. According to the analysis of the survey results of previous curriculum groups, there are some pain points such as "two skins" in curriculum teaching and ideological and political education to varying degrees, uneven ideological and political level of teachers, and low ability of students to integrate theory with practice.

1.3. Innovative ideas

Table 1. "Three-Chain Integration" connotative course construction ideas of Macroeconomics

Triple chain fusion	Pain points	cause analysis	countermeasures
Ideological and political education	Curriculum teaching and ideological and political education	Didn't find the right angle to educate people	Excavate the internal ideological and political elements of the course and highlight the high order.
Professional education	The ideological and political standards of teachers' courses are uneven.	Aging of top-level design of curriculum teaching	Improve the requirements of blended teaching design and highlight the challenges.
Practice education	Students' ability to integrate theory with practice is low.	Lack of active inquiry learning spirit	Through the second lesson, students are often "burdened" and innovative.

According to the construction idea of "strike while the iron is hot" and "dig first and then build", combined with the characteristics of specialty construction, the course group is problem-oriented, digging deep into the reasons, and puts forward the thinking and countermeasures of "three-chain integration" connotation "Macroeconomics" course ideological and political construction, and systematically optimizes the design of Macroeconomics course ideological and political construction.

2. The Specific Content of "Three-chain Integration"

2.1. Ideological and political education chain: excavate the inherent ideological and political elements of the course, and form a natural coupling with professional knowledge by indoctrination and infiltration.

Although "Macroeconomics" has selected the textbook of "Ma Engineering Edition" and built the case base of course ideological and political education, in practice, there is still a problem that course teaching and ideological and political education fail to form a joint force of educating people. In order to solve the problem of "two skins" of professional education and ideological and political education, the curriculum team refined the list of knowledge points in each chapter of Macroeconomics textbook, while respecting the contents and laws of professional courses,

dug deep into the ideological and political education elements contained in the course itself, and always put the ideological and political education elements and functions contained in the course under the inspiration of the mission of "educating the party and the country", highlighting the high order, and selecting suitable cases to carry and embody them. Indoctrination emphasizes the explicit education of injection, transplantation and wedging, and infiltrates the invisible education that pays attention to cognition, identification and internalization. The combination of indoctrination and infiltration is to achieve the effect of "splashing the waves" and "moistening things silently".

2.1.1. Ideological and political content of the course focuses on indoctrination.

The first is to combine the relevant theories of Marxist economics with the basic principles of Macroeconomics. The second is to combine Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era with the basic contents of Macroeconomics. Thirdly, the tortuous development path of China's social economy since the founding of New China, especially since the reform and opening up, the great achievements made, the spirit of important meetings of the party and the state, and the recently introduced fiscal policy, monetary policy, exchange rate policy and other relevant control measures run through the classroom content[1].

2.1.2. Ideological and political courses embedded in ways that focus on infiltration.

On the one hand, grasp the students' concerns, and show the ideological and political content of teaching by means of policy propaganda, current affairs reports, expert lectures, short videos and cases; On the other hand, we should explore a variety of ideological and political education channels, and use national education, thematic education practice activities, voluntary services, new media channels and other channels to brainstorm ideas and take various measures simultaneously, such as salt into the water, to nourish students' moral sentiments and cultivate students' feelings of home and country and sense of social responsibility[2].

2.2. Professional education chain: revise the syllabus and resolutely implement the teaching concept of "teaching as the leading factor and learning as the main body".

In view of the uneven ideological and political level of teachers' courses, the curriculum group rewrote the syllabus of Macroeconomics according to the management regulations of the revised syllabus by the Academic Affairs Office and the exploration of mixed teaching practice by the curriculum group. The new syllabus no longer puts forward the teaching content in general, but adds detailed knowledge points before the important and difficult points. In the regulations of classroom teaching management in each chapter, the requirements of curriculum ideological and political construction are fully integrated, so as to put an end to the blindness and arbitrariness of teachers' curriculum ideological and political teaching and provide specific guidance for teachers' teaching and students' learning. In the teaching process, teachers should carry out ideological and political education to students intentionally and effectively according to the requirements of the syllabus, adhere to the unity of academic freedom and academic norms, adhere to the rule of "no forbidden area for academic research and discipline in classroom teaching", improve the overall design ability of curriculum ideological and political teaching of teachers in the curriculum group, and completely change the situation that teachers will not, dare, be embarrassed and carry out ideological and political courses to varying degrees. The classroom group explores mixed teaching and adheres to the teaching concept of "teaching as the leading factor and learning as the main body". Reflected in student management, it is clear that "learning is the main body" is not for students. The new syllabus defines the corresponding supporting relationship between the curriculum objectives and quality standards and the graduation requirements of the professional talents training program, and makes the requirements of curriculum education more clear, detailed and organically

integrated in terms of moral quality, knowledge structure and ability. It is not simply in accordance with students' preferences, but in accordance with objective and serious employment requirements to improve the overall teaching planning and design, highlight the challenges, and embed the requirements of "all-round education, all-round education" into the curriculum teaching[3].

2.3. Practice education chain: expand the depth and breadth of teaching, and reasonably "increase the burden" on students through the second class.

It is the key to cultivate students' creativity to implement the teaching concept of "teaching as the leading factor and learning as the main body". According to the graduation requirements of the talent training program, the curriculum group takes the opportunity of participating in voluntary service, academic competition, textual research, postgraduate entrance examination, and going abroad for further study as the starting point, and finds the breakthrough point to stimulate students to actively explore learning. Through the second class, it tests and improves the ability of integrating theory with practice, enhances students' awareness of adapting to society and serving society, meets students' personalized learning needs, and highlights innovation. The second class takes the cultivation of students' subjective consciousness and the improvement of students' ability to discover, analyze and solve practical problems as the second class[4].

At the same time, we should give full play to the baton of assessment, further increase the proportion of usual grades, rely on the superstar learning platform, use modern information technology to carry out the reform of assessment methods, improve the proportion of assessment results in the course process, and increase the proportion of usual grades from 30% at the beginning to 50% now. Pay attention to the organic synthesis of process evaluation and result evaluation, integrate teacher evaluation with online learning, online testing, classroom testing, student mutual evaluation, student self-evaluation and other evaluations, connect with the first classroom assessment, divide the second classroom learning, and combine the multiple evaluations of teachers, students and classmates[5]. Through superstar learning platform, we can present the learning situation in time, stimulate students to ruminate and learn deeply about Macroeconomics, make students deeply realize that they are the builders and implementers of the great process of the new socialist era, realize the organic integration of values, abilities and knowledge in the process of educating people, and get through the last mile of ideological and political education in place.

3. Innovative Measures for Ideological and Political Construction of Connotative Courses

3.1. Dig the ideological and political elements inward, inquire about the appropriate bearing cases outward, and rely on the system to implement the "three-chain integration"

By collectively preparing lessons, comprehensively sorting out the knowledge points of the course, digging up the ideological and political elements in detail, inquiring about the appropriate cases, giving full play to the binding function of the syllabus, and determining the external cases suitable for carrying the ideological and political elements of the course connotation. By revising the syllabus, institutionalizing and iterating the requirements of the course teaching design, the course ideological and political education and professional education are guaranteed to be naturally generated, closely combined and enforced from the source of the course.

3.2. Optimize curriculum resources at low cost, and integrate teaching and learning into process management.

According to the principle of satisfaction rather than optimality, we will constantly enrich the demonstration package of Learning Link, and look for appropriate explanations that are easy to understand without losing professional expression according to students' understanding and endless online teaching resources. We don't emphasize that all courses must be recorded by ourselves, and use the most suitable ready-made videos and other materials to realize dynamic data aggregation and real-time update. With the digital management of storage, marking, maintenance, sharing and feedback of accurate and efficient Super Star Learning Link, we will give students a more direct expression channel and prevent teachers from perfunctory teaching.

The "three views" of junior college students are not stable. When blended teaching gradually returns the classroom to students and teachers move from the dominant position to the dominant position, it does not relax the daily teaching management, and adds online learning links for students in the classroom. It is problem-or task-oriented, tests the self-study effect with tests, questions and speech quality, and focuses on offline teaching for the list of problems that students have not learned deeply and thoroughly. Encourage students to ruminate on important and difficult knowledge after class, continue to explore learning activities in depth, improve college students' ability to analyze things and distinguish right from wrong, and strive to stimulate students' patriotic enthusiasm and the spirit of struggle for building a socialist modern country in an all-round way.

3.3. Take professional interests and dealing with others as the core observation points of process management, so that students can see themselves in the course.

In line with the course position of the core of the professional foundation of Macroeconomics, in the diversified evaluation and the evaluation of students' daily performance and academic achievements, special attention is paid to professional interests and dealing with others as the most important core observation points, reminding students that the certificate examinations for financial technicians and economists in Shenzhen, Hong Kong and Macao who are qualified to register after work all put moral and ethical training and education in an important position to guide the industry to be upright and innovative. Through Superstar Learning Link, the whole process of transparent learning evaluation is constructed, and the teaching evaluation mode of "online and offline+teachers and students+process results" is implemented, so as to move the management focus forward, pay attention to the assessment of students' participation, comprehensive application ability and practical problem solving ability, cultivate economic thinking and self-management ability, and consolidate the value-oriented foundation. Students can check the real-time scores in Superstar Learning Pass, allow students to hand in their homework, encourage students to polish their works, receive and make them public in the "Exhibition of Excellent Students' Works", and stimulate the atmosphere of "catching up with learning", and take independent learning, mutual promotion, continuous improvement and healthy growth as the purpose of curriculum evaluation to review, revise and test the whole teaching process.

4. The Effectiveness of Curriculum Ideological and Political Construction and The Promotion of Radiation

According to the actual teaching situation and students' learning needs, teachers make a two-way conversion between subject and object, which greatly improves the high degree of classroom participation, and students pay attention to improving their professional quality,

eliminating the difficult attempt that the class failure rate of Macroeconomics is higher than 40%, and students with stronger initiative begin to interpret government policies and important meetings. With the improvement of students' satisfaction, the curriculum group can see the promotion of provincial and school-level educational reform quality projects, and the teachers have been tempered, especially the ability of classroom teaching organization has been enhanced. Teachers in the curriculum group constantly push forward the curriculum construction, pay attention to giving full play to the exemplary leading role of excellent teachers, giving full play to the mentoring role of old teachers, giving full play to the advantages of young teachers' familiarity with the network, collaboratively optimizing innovative teaching methods, accumulating and precipitating construction achievements, copying and popularizing while building, summarizing, enhancing the influence of Macroeconomics and improving the quality of curriculum education.

5. Conclusion

In response to the pain points in the ideological and political construction of the "Macroeconomics" course, such as the varying degrees of separation between course teaching and ideological and political education, the uneven ideological and political standards of teachers, and the relatively weak ability of students to connect theory with practice, based on the blended teaching model of online and offline, and adhering to the teaching concept of "teachers as the guide and students as the main body", by thoroughly studying the teaching materials and references, fully exploring the integration points of ideological and political elements and professional knowledge, and establishing the connection between macroeconomic theories and China's reality, we continuously optimize the course construction and form a "triple integration" teaching model of ideological and political education, professional education, and practical education. This model aims to achieve students' value shaping, knowledge acquisition, and ability advancement, fulfill the fundamental task of moral education and talent cultivation, and lay a solid foundation for cultivating high-quality economics talents who can meet the needs of the new era.

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