

# The Application Research of Dewey's Teaching Thoughts on Economic Teaching

Jie Zhang

Xijing University, Business School, Xi'an, Shaanxi, 710123

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**Abstract:** Western economics has a crucial position and role in economics and management professional courses. Because western economics is a comprehensive, theoretical, and practical discipline, knowledge itself is more boring and abstract, and many students lack a certain understanding of real economic activities. Therefore, this paper will discuss the application of Dewey's educational ideas in classroom teaching of western economics based on the related theories of Dewey's educational thoughts, persisting in the principles of "doing high school", "student-centeredness" and "reflective thinking". This paper first discusses the basic theory of Dewey's educational thoughts, and then analyzes the application of western economics curriculum teaching in this ideological theory by discussing the core theories and principles of Dewey's educational thoughts. Based on Dewey's theory of teaching process, it explores the suitability of western economics. The teaching model of course teaching is to ask questions, analyze problems, solve problems and expand problems. Finally, based on Dewey's educational thought, combined with the content of the competition market in the book "Western Economics", the specific teaching design and classroom practice were carried out, and their teaching effects were evaluated and introspected. Practice shows that the application of Dewey's educational ideas in the teaching of Western economics is conducive to the improvement of students' abilities, the development of students' learning subjectivity, and the cultivation of students' creative thinking, and it is also conducive to the professional development of teachers.

## 1. Introduction

Dewey is a famous philosopher and educator in the United States. His philosophical theory and educational thought have had a wide and profound impact on the education and practice of the United States and even the countries of the world. Dewey and his academic achievements have generally been fully affirmed and highly evaluated. He is considered to be one of the most influential educators in the world since the 20th century. He has brought a profound revolution in education in the field of education. It caused important and profound changes. Dewey's educational thought has had a major influence on the teaching methods of China in the 1920s in the process of dissemination throughout the world. Such as Hu Shi, Tao Xingzhi, Chen Heqin and other famous Chinese educators under the influence of Dewey's practical education ideas, combined with China's national conditions to transform our country's education practices, thus forming their own unique teaching theories, which greatly promoted The reform and development of China's education has improved the quality and level of teaching in our country. Therefore, to study Dewey's educational theory, first of all, this is a useful exploration and practice of Dewey's educational thoughts; secondly, this is complementary to Western economics classroom education theory; Finally, draw on the positive and reasonable results, explore It is helpful to adapt the new thinking of Western economics teaching reform to the situation of our country and its future development.

## 2. Dewey's Educational Ideology

From a theoretical perspective, it is pragmatic philosophy, functional psychology, and democratic beliefs. First of all, the core of the philosophy of pragmatism is to emphasizing a foothold in real life and taking positive actions to achieve the best results. It inherited the tradition of modern empiricism and widely absorbed the philosophical viewpoints of other schools of thought. It

accepted the pragmatic idea that "existence is usefulness" and "usefulness is truth". It not only inherited and developed pragmatism, but also applied it to social affairs. And school teaching. From this point of view, the development of pragmatism philosophy is undoubtedly a prerequisite for the formation of pragmatic education ideas. Second, in psychology, as the founder of Chicago's functional psychology school, Dewey not only emphasized the important value of psychology for educational work, but also applied it to the practice of school education. In "My Educational Creed," Dewey said: "Education must begin by exploring children's energy, interests, and habits in psychology. In every aspect, it must be considered with reference to these." So, at school In a special environment, teachers must understand the psychology of students and create a good campus environment for them. Finally, in terms of social politics, as a democrat, Dewey believes that a democratic society can expand the common interests of members of society and the interactions among groups of society. It can also promote the liberation and free development of individual capabilities. Therefore, Dewey not only emphasizes the relationship between democracy and education, but also regards democracy as a principle of education and a reference point. He sees education as a primary tool of democracy to better meet the challenges of democracy.

### **3. Dewey's Educational Thoughts in the Application of Western Economics Curriculum**

First of all, Western economic theory has a wide range of fields, complex contents, and numerous schools. It is composed of economic theories and academic viewpoints that are predominant among many economic schools. According to its different understanding of the role of market mechanisms, it can be divided into classical economic schools and old and new Keynesians, according to their different understanding of the role of market mechanisms. Can be divided into microeconomics and macroeconomics. Microeconomics takes price theory as the core, single consumers and individual producers as research objects, and mainly consists of price theory, consumer behavior theory, producer theory, market theory, distribution theory, etc. Macroeconomics takes Keynes' macro the economic theory is the core, and the entire national economy is the whole activity. The main theories are total demand and total supply theory, Keynesian effective demand theory, economic policy theory, inflation and unemployment theory, and economic growth theory. Many schools of economics in the West have produced numerous economic works, representative figures, and major viewpoints. Some economic theories are complementary and mutually reinforcing, and some economic theories exclude and oppose each other. Second, Western economics has had natural intrinsic links with other disciplines such as mathematics, political science, ethics, and psychology since its inception, and from the point of view of the development of economics in recent years, this connection has increased. .

Western economics mainly includes microeconomics and macroeconomics. The microcosmic part focuses on price theory, including the theory of equilibrium price, consumer behavior, producer behavior theory, distribution theory, general equilibrium theory and welfare economics, market failure and microeconomic policy, etc. The macro part is based on Keynesian macroeconomic theory. As the core, it includes national income decision theory, unemployment and inflation theory, economic cycle and economic growth theory, development economic theory, and macroeconomic policies. Because of the strong theoretical content contained, teaching methods are easily indoctrinated. Furthermore, in the face of so many theories, students may first develop a fear of fear, so that teachers and students cannot cooperate well with each other and the effectiveness of teaching can be imagined.

The theory of Western economics has penetrated extensively into various disciplines, and there have been many marginal and interdisciplinary disciplines such as health economics, experimental economics, behavioral economics, tourism economics, sociology of economics, and evolutionary economics. These disciplines are widely used in various fields, and their development has injected fresh blood into Western economics. At the same time, it also affects the research contents and methods of Western economics.

#### **4. Dewey's Educational Ideas in the Application of Western Economics Curriculum**

Dewey's teaching process is in fact a kind of teaching method with the core of "solving difficult problems". It is based on the student-centered, teacher-led, suspect-centered, practice-oriented, and problem-centered teaching modes. Teachers guide students to use their own knowledge and abilities and all available resources in the classroom to solve the problems faced by the analysis. In the process of seeking answers and solving problems, students are trained to find problems, analyze problems, solve problems, and verify problems. This kind of teaching method that allows students to "learn from doing" is different from the traditional education method with the purpose of imparting knowledge. He pays more attention to the cultivation of students' autonomous learning ability, thinking and psychological development process. The main task of teachers is not to give students answers to questions, but to guide students to explore independently. In addition, Dewey's five-phase teaching process can sometimes not be separated. Therefore, many teaching methods appearing after Dewey are derived from Dewey's teaching process, such as "problem teaching method" and "discovery method". Etc. These teaching methods are widely used in various disciplines. It is only that they have different emphasis in each stage and formed different teaching methods. Based on Dewey's teaching process, teachers of economics can carry out instructional design based on the four issues of asking questions - analyzing problems - solving problems - expanding problems. This requires teachers to create problem situations, inspire exploration ideas, know specific answers, rationalize summaries and guidance; ask students to find problems, ask questions, think about problems, answer questions, and demonstrate problems in order to form new cognitive structures. In the specific teaching classroom, teachers design the teaching process as the student's experience in exploring knowledge and creative thinking. By creating situations, teachers ask questions or inspire students to ask questions themselves. Students collect information and analyze and think, and put forward hypotheses. Publish opinions, initiate disputes, explain through teachers' guidance and theory, and finally allow students to carry out critical thinking and practice verification. This will not only allow students to understand and master new knowledge, but also enable students to truly participate in it, achieve "student-centered", experience the process of inquiry, and then cultivate students' creative qualities, improve their ability to collect and process information, and analyze And the ability to solve problems.

One is the interest of the problem. Designing interesting issues in the teaching process can, on the one hand, show the charm of economic theories, on the other hand, it can also burn students' enthusiasm for learning and mobilize the enthusiasm and autonomy of students' learning and exploration. The second is the timeliness of the problem. As a practical and theoretical discipline, economics is essentially a theory that comes from life and above life. Because it has a general sense of abstractness and generality, teachers need to Appropriate use of some of the current hot economic issues or economic phenomena in daily life, so that students can really use the theoretical knowledge in textbooks to explain and analyze the economic problems encountered in real life. Third, the openness of the issue. The openness of the question helps encourage students to think multi-directionally, and multiple solutions to problems or multiple answers can cause students to discuss each other. In this way, students' curiosity can be stimulated and students' language expression can be stimulated.

#### **5. Conclusion**

Dewey's educational ideology emphasizes student-centeredness and focuses on students' active exploration and active discovery of knowledge. The student is the master of the learning process and does not passively accept knowledge, but actively forms his own new knowledge and experience through continuous active practice in the original knowledge system. Dewey's educational ideology emphasizes the active initiative, continuous reflection, and the authenticity of the situation. Through the use of Dewey's educational ideas in the classroom teaching of western economics, it has cultivated the students' sense of innovation and their ability to innovate, and has improved students' enthusiasm for learning and participation. , to form a student's ability to think

independently and solve problems.

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