

## Research on the Reform of Economic Law Classroom Teaching Under the Classroom Mode

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**Abstract:** Under the influence of the traditional classroom teaching mode, the current economic professional courses have some problems that they want to avoid but cannot avoid. These bad problems are very unfavorable to the growth and development of students. Based on this, the economic law majors of various institutions should pay attention to the ability of social practice in the new era society, and should abandon the inadequacies of traditional teaching and comprehensively reform the classroom teaching mode. Students should pay attention to cultivating students' quality education in the major of economic law. This article explores the methods of classroom reform in economic law.

### 1. Introduction

It is the main training for economic law majors to train professionals who are capable of working in economic legal affairs and have strong scientific research. With the continuous reform of quality education in China [1], the economic law majors of various colleges and universities have gradually approached the development direction of professionalization and scientific development, and have achieved remarkable results [2].

### 2. Problems in the Current Economic Law Major in Teaching

#### 2.1. The teaching mode is relatively backward

The reason for the emergence of some doubts in the economic law curriculum is that the current accounting is gradually reduced in the investment industry, so that the economic law profession has declined in the setting of the university curriculum system. The most obvious special evidence is the economy. The content of law teaching has been greatly reduced, which has caused students to be ignorant and difficult to learn in the study of economic law. Especially in the accounting profession, because students are not in place in economic law, it is difficult to lay a good foundation for follow-up courses. Moreover, in the teaching method, most teachers still pursue the indoctrinating teaching mode, and self-centered teaching in the classroom. The classroom atmosphere is so depressed that the students' enthusiasm for learning is gradually dying, and the teaching motivation of teachers is gradually weakened. Under the pressure of teaching tasks, middle teachers have to cut down the teaching content or catch up with the progress [3], which leads to the teaching quality and learning efficiency is obviously low, which hinders the cultivation of compound technical talents in universities. As for the uneven computer basic level of students, the economic law teaching process has not paid much attention to it, which makes the students' learning differences in classroom teaching become more and more serious. In addition, the current economic law teaching classroom mode is a teacher with 40, 50. When a class is taught, it is difficult for a teacher to have a detailed teaching instruction in the teaching, especially in the experimental part of teaching. Due to insufficient supervision of teachers, many students will play games and chat online in the economic law practice course. The biggest problem for the practical teaching of economic law is the reduction of practice time and the backwardness of teaching evaluation methods, which makes it difficult for teachers to carry out teaching according to the students' practice in the teaching process, and has to cut and ignore the course content, otherwise it is difficult to meet the requirements of college teaching

progress and teaching tasks [4].

## **2.2. The economic law profession has not yet been effectively integrated with the Internet model.**

Under the impact of the Internet era, traditional industries have combined with the Internet model, but they are still only accepted by some enterprises, and they are only used in part of the work. The development of the times has become more rapid, and advancing with the times has become a necessary way for the development of all walks of life. Therefore, enterprises that cannot keep up with the rhythm of the times will eventually be eliminated by the industry and abandoned by the society. Internet and economic law majors do not seem to be fully prepared for the combination. They just raise the banner of the Internet spirit, slogan screaming with the times, and fail to implement development. This is not good for the development of the Internet and economic law [5].

## **3. Application of Case Teaching Method in Economic Law and Applied Instructional Design and Teaching Process**

With the continuous development of computer technology, the teaching mode of pure passive instillation is constantly reforming. The author uses case teaching methods to improve students' interest in learning in economic law courses and applied course teaching. Students conduct independent analysis on cases. And solve the problem step by step, so as to better understand the rules of economic law. The case-based teaching method has improved teaching efficiency to a certain extent and cultivated students' ability to analyze and solve problems.

In order to solve the problems in the above teaching, in the teaching design process, the case teaching method can effectively cultivate the hands-on ability of the students. Case teaching method can be divided into the following parts in the classroom teaching: 1 Learning task: It mainly includes systematically combing the learning content, determining the knowledge points of the course in this section, and mastering the overall structure. Through the study case, students can grasp the key points, and deeply understand the learning content and master more learning methods. 2 Problem design: In the case teaching, the initiative to stimulate students' learning is the key to classroom teaching. Teachers can ask questions through multimedia and let students learn independently. This form of teaching embodies the essence of case teaching and can improve students' ability to solve problems. 3 Learning resources: By comprehensively considering the training program, the characteristics of students' personality and the demand for knowledge, teachers should incorporate more relevant digital elements into the teaching of economic law in combination with computer related technology. Instruct students to explore on their own. Promote the internalization of students' content of economic law courses and improve students' ability to obtain resources.

Application in the teaching process. The case teaching mode can be divided into three stages. One is that the students accept the learning stage, the economic law solves many types of problems, and the commonly used economic laws are limited. Therefore, it is especially important to master the solutions of different types of problems. It is relatively simple for students to solve such problems. The second is the extra-curricular self-learning stage, focusing on practical teaching links. Learning economic law, the third is the stage of self-internalization of students. The teacher uses the case to familiarize the student's economic law case with the core of the teaching of this lesson, and through the multimedia means such as ppt presentations, the students are extracted from the case to explain the key points of economic law. Students use the network information under the class. Resources and other self-internalization of teaching content, and through hands-on operations to improve their practical ability.

In addition, the past economic law courses often use the final exam as the main way to evaluate the teaching effect. With the deepening of the teaching reform, the teaching evaluation and feedback work gradually began to adopt the case teaching method. For the teaching evaluation of this semester, the teacher takes 50% of the student's final grade and 50% of the daily performance

as the main reference. It not only pays attention to the students' learning outcomes, but also pays attention to the students' learning process, so that the students can practice more practice. Come to master the relevant knowledge of economic law.

#### **4. Make Full Use of the Internet in the Economic Law Professional Classroom**

The traditional economic law teaching model, the “elite” style teaching concept and the “steel” teaching plan limit the students' innovative thinking and hinder the innovation and development of the economic law profession. Under the impact of the “Internet +” model, the traditional economic law teaching model can no longer meet the development needs of today's society. We must take its essence, go to its dross, inherit the fine traditions, and innovate. The current reform of teaching model combines theory with practice, combines economic law knowledge with computer technology, caters to the needs of employment, and realizes the breakthrough development of economic law computerization. Second, university enrollment and degree upgrades affecting economic law majors. In China, the economic law profession has always been a popular profession. There are many colleges and universities offering economic law, and there are specialties and undergraduates. With the development of the era of big data, the economic law profession is working hard to approach the needs of society, and it is still difficult to reduce the difficulty of employment. The economic law profession has been developing for a long time. Both the faculty and the teaching management have been improved. In order to train senior economic law personnel, students are enrolled in higher quality, and a number of disciplines suitable for cultivating senior economic law personnel are added to strengthen management. Encourage innovation and promote development. Most of the students majoring in economic law tend to take the postgraduate entrance examination, take professional titles, continue their studies, and work hard to make comprehensive talents that combine academic and professional needs to meet the needs of economic law development and employment.

#### **5. Pay Attention to Practice, Truly Learn to Use**

Practice is the foundation of learning. The reason why many students learn bad economic law is that there are too few practices. The economic law major is a very practical course. It is necessary for students to fully practice and deeply understand that the economic law profession is “trained”. Practices in economic law majors include classroom exercises, business practices, and curriculum design.

(1) Classroom exercises are useful for consolidating new knowledge. Some people may think that teachers should talk more in the classroom, the amount of teaching information should be as large as possible, but through the actual teaching situation, often leave a little time for the students to move their mouths better. In fact, this is a manifestation of practice, which can cultivate students' awareness and habits of “practicing” and thus truly change the way of learning.

(2) Implement theoretical teaching knowledge through corporate practice. In addition to the theoretical extracurricular economic law courses, it usually arranges 1/4 or 1/3 of the practical lessons in the entire teaching class, which is very important for students to master the knowledge in the theoretical class. In the arrangement of the experimental content, the teacher should solve the relevant knowledge, and also have different levels of questions. At the same time, it is necessary to expand the source of the questions, such as selecting the questions from the certification exams or corporate recruitment exams over the years.

(3) Curriculum design is the key to improving the ability of economic law. The design of the economic law curriculum is very important. It requires the instructor to carefully select the topic and lead the students to complete it in a relatively intensive period of time, generally not less than two weeks. The curriculum is designed in the form of students divided into groups to guide students to design analysis, and students to complete the project procedures and related documents. The assessment of the grade is based on the quality of the procedures and documentation and the performance of the response.

## 6. Conclusion

Taking good and appropriate teaching situations and teaching methods to cultivate students' interest in learning is a person who can train students into qualified economic law majors. The current economic law professional education concept is constantly improving, which puts higher demands on the students' ability and the teacher's teaching. The teaching ideas and methods described here have been applied by the teaching practice of economic law, and have achieved good teaching effects, and these ideas and methods can also be applied to other types of teaching practice, and have interoperability.

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