

Research on the Reform of Teaching Method of Economic Law in Economics Specialty

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Abstract: Taking Henan College of Animal Husbandry Economics as an example, some colleges and universities allocate economic law courses in the curriculum system of economics, trade and management to improve students' legal literacy and cope with the widespread application of social law. Compared with the teaching of economic law in law specialty, the teaching of economic law in economics specialty has its own characteristics, which is different from the teaching of economic law in law specialty. It pays more attention to the legal application combined with the characteristics of the subject, and has clear pertinence and practicality. Therefore, the economic law teaching of economic majors should be based on the current teaching situation of colleges and universities, analyze the existing problems, and explore the new ideas of the reform of the teaching methods of college economic law from a practical point of view.

1. Introduction

At present, the requirements of the society for talents are generally improved. The company hopes that the workers can be specialized and capable. On the basis of proficiency in this professional business, it is better to have a more comprehensive knowledge reserve to deal with complex social affairs. As a major talent export base, colleges and universities are carrying the arduous tasks endowed by society and aiming at cultivating compound talents. Henan Animal Husbandry School of Economics has made outstanding achievements in cultivating compound talents that meet the needs of society. Its predecessor is Henan Business College. Its school-running idea and specialty setting have typical business characteristics. In the course system construction of economy, trade and management specialty, besides specialty courses, there are also economic law courses. In this way, we hope to expand students' knowledge, cultivate students' ability to analyze and solve problems in many ways, and have a good social response. However, with the development of the times and the change of the social environment, higher education should also keep pace with the times. Economic law teaching is also constantly exploring and trying to reform the teaching mode and teaching methods to find new ideas and improve the teaching effect.

2. Current Teaching Situation of Economic Law for Economics Majors in Universities

After entering the University campus, college students are enthusiastic about professional courses, hoping to gain more knowledge in the professional field and have a solid theoretical foundation. If there is a desire to further study, students will also pay attention to English learning on the basis of good professional courses. In this context, the status of economic law is more embarrassing. In the students' cognition, the economic law courses are not professional courses, and the students are less active in economics. In view of the situation and existing problems faced by the current university economic law teaching work, we try to focus on the innovative ideas of economic law teaching methods with the non-legal professional economic law teaching of Henan Animal Husbandry Economics College as an example.

2.1 The important role of economic law knowledge reserve in the employment of economic graduates

With the in-depth development of the market economy and the increasingly complex social

environment, it is necessary to regulate the law from the procedure to the entity, and provide specific normative guidance for the development of various industries to achieve orderly and healthy development of the market. The current Sino-US trade war negotiations focus on the legal protection of tariffs and intellectual property rights, fully reflecting the close relationship between the economy and the law. In the case of a clear division of labor in some jobs, employees still need to have comprehensive knowledge literacy in many aspects and other majors, which puts forward higher requirements for new workers in the workplace. Economic laws and regulations, as the norms of conduct guiding all walks of life, are of great importance in all walks of life. The mastery and study of economic law is an important weight of College Students' employment after graduation, which is related to the future career planning and career. Therefore, the cultivation of College Students' legal literacy is of vital importance.

2.2 Current Situation of Economic Law Education for Economics Majors in Universities

At the University stage, some students are active and eager to learn. They are willing to learn more knowledge, especially to broaden their knowledge. For example, the double degree in law offered in many colleges and universities is very popular with students. A large number of students majoring in economics and trade or even science and engineering use their spare time to take another bachelor's degree in law. There are also engineering students who are very interested in the current patent agency industry. They think that this is a sunrise industry. If the social demand is very large, they will be happy to learn more about their professional courses while mastering some legal knowledge. For this kind of students who are proactive and willing to learn, the teaching of economic law is carried out smoothly and the teaching results are excellent. However, we should still see that there are still many students who are not aware of the importance of studying economic law to themselves and cannot sink their minds to study legal knowledge.

3. Problems in the Teaching of Economic Law in University Economics

3.1 Students' mentality is utilitarian, and test-oriented learning

College students generally have such a kind of psychology that they will rank their courses in an important degree, with professional courses in front and public classes in the back. Everyone has the willingness to delve deeper into their professional fields, and they are refined and specialized. If you want to further your studies, whether you are studying at home or studying abroad, you should spend your spare time studying English while learning professional courses. In contrast, the status of the course of economic law is more embarrassing. It is not covered by students as a professional course, nor does it give students a "reason" to learn well. If the assessment method is re-positioned as an inspection course, it will not be taken seriously by students. Every class is just passive to go to class, people are not in the mind. In the classroom enthusiasm is not high, there is no willingness to cooperate with teachers, teaching effect is extremely unsatisfactory. Even some students can't resist the temptation of mobile phones. They watch videos secretly on their mobile phones in class. They have no idea what the teacher said.

3.2 One-way input teaching, teaching effect is not good

Because of the strong theoretical nature of the laws and regulations in the economic law system. At present, the teaching of economic law generally adopts classroom teaching and teacher narration as teaching methods, and the teaching content dominated by legal provisions seems slightly dull. However, the students are not legal majors, lacking the necessary basic legal knowledge and legal thinking, and have a biased understanding of some legal terms. With classroom teaching content as the core, the teacher's narration can not resonate with the students, and can not form a benign interaction. Sometimes faced with the teacher's question, or the student's face is awkward, I do not know how to answer. Either the student's understanding still stays in the stage of social common sense before the economic law is studied, and it does not reflect the effect of teaching. In short, what is objectively presented is that the classroom atmosphere is extremely boring, and it is difficult

for students to understand the subtleties of the law, and they cannot appreciate the fun of studying economic law.

3.3 Heavy theory light application teaching, content setting is not ideal

The teaching of economic law for non-legal majors in most institutions is a legal professional teaching model. Different students are treated differently, and they all pay attention to students' understanding and understanding of legal regulations. Taking the current provisions of the law as the core, it will be further extended to the legislative background, development process and application in practice. In the case of fixed class hours in each course, it is very limited to distribute knowledge points to the practical part of legal application if they are taught in an all-round way, just to embellish it. From the student's point of view, the content of classroom teaching is abstract, and there is no in-depth understanding and understanding of the legal provisions without touching the practical operation. Only one semester of economic law study, most of the time spent in the classroom on legal provisions, can not very well achieve the original intention of setting up the course.

4. The Reform Direction of University Economic Law Teaching

Based on the problems existing in the current teaching of economic law for non-law majors in universities and the demand of market for the teaching of economic law, we should explore the reform direction of the teaching of economic law for non-law majors in Universities from a practical point of view on the basis of social reality.

4.1 Attention should be paid to guiding students to correct their learning attitude

At present, the network is unprecedented developed. In the Internet era, various hot spots emerge in endlessly every day, which easily attracts young students. Mobile phones and computers become the most time-consuming entertainment channels for students, and even grab students' attention in the classroom. Teachers are facing new situations in the teaching process. They need to find ways to remind students of the importance of learning, and economic law teaching is no exception. How to make students correct their learning attitude and take the initiative to study actively? It is estimated that a single preaching and preaching a great deal of truth will not produce much effect. Young students have begun to have their own sense of independence, and will no longer fully obey the teacher's bitterness and good words. The criticism of the blast is not appropriate. The students will subconsciously resist, even if they do not resist on the surface, they will not follow the teacher's advice and still go their own way. The teacher only has to think differently and try to consider how to increase the attractiveness of economic law teaching from the standpoint of students and fully demonstrate the value of economic law. For example, analyzing "campus loans" from a legal level, teaching students how to identify "routines" and protecting their legitimate rights and interests.

4.2 Teaching is based on students, stimulating students' subjective initiative

Higher education should be distinguished from primary and secondary education by adopting a teaching method that fully reflects the subjective initiative of students. Specific to the teaching of economic law, it is necessary to take effective measures to mobilize students to actively participate in the learning process. Considering that there is no other legal knowledge associated with economic law in the knowledge system of non-legal students, there is no need to conduct in-depth research on economic law at the theoretical level. Therefore, it is not appropriate for students majoring in law to use the mode of academic essays which focus on a certain topic. Instead, we should discuss a topic in class, encourage students to speak freely and analyze the content of the topic according to their simple view of right and wrong. Subsequently, through the guidance of teachers and the existing legal provisions, the learning effect of "sudden enlightenment" is finally realized. In this way, students can not only have a correct understanding of the existing legal provisions, but also understand the legislative intentions and social background factors through teachers' explanations, so as to facilitate students to understand the spirit of legislation and legal

principles.

4.3 Focusing on Training Students' Legal Literacy

Legal thinking can not come into being out of thin air, and legal knowledge must be the prerequisite. A good legal literacy must have profound legal knowledge, otherwise there will be no direction and basis for thinking. In the process of Teaching Economic law, teachers should pay more attention to providing relevant cases, so that students can achieve "broad knowledge", in order to consolidate knowledge, enrich experience, and constantly exercise their legal thinking ability. Attention should be paid to the following two aspects:

First, consciously cultivate students' ability to think independently. Examine, question and think about the facts of the case. Extract key information from complicated case information, form valid evidence test and verify conclusion, not blindly from others, not relying on teachers. Secondly, cultivate students' ability of judging thinking. Consciously separated from the specific case, objective analysis, rational evaluation with rational criteria, and make their own judgments on the basis of careful thinking. Finally, attention should also be paid to reminding students to stand on the other side's stand and think about the opposite direction, to discern all kinds of confusing inferences, to find the truth and solve various problems from multiple angles. The method of judgmental thinking tells us that in a debate on legal issues, thinking is not one-way. A variety of possibilities exist, and many factors need to be taken into account. A comprehensive analysis of various facts and value judgments is required to find the most convincing reasons and constitute their own argument structure.

4.4 Adjusting the teaching content and strengthening the cultivation of students' comprehensive analytical ability

The law is an applied discipline, and only in practice can the true value of the law be realized. Instead of talking on the paper and sitting on the paper, it is better to practice the real cases in practice, let the law stipulate and resolve specific judicial disputes. Therefore, in the teaching of economic law, students should be led to case simulation experiments. Only in real cases can the law be lively, so that students can truly understand how the provisions of the law affect the vital interests of the parties.

In addition, we should flexibly adjust the teaching content of economic law for different majors. Taking finance as an example, we can add "three methods and one guide" to students on the basis of explaining contract law, guarantee law and bill law. Because of the need to take the CPA exam, the students majoring in accounting have a high enthusiasm for learning economic law. They can lay particular stress on the content of the CPA exam in the teaching content, and have a stronger professional pertinence.

5. Conclusion

At present, many colleges and universities attach great importance to the cultivation of students' basic legal literacy. In the curriculum system of economic and trade and management specialties, economic law courses have been added. However, the actual teaching effect is not good. The fundamental reason is that we fail to recognize the practicality of economic law teaching and learn economic law as a course instead of cultivating students' ability to solve practical problems according to an applied theory. All sectors of society, represented by financial business, trade business, and construction engineering, require students to have practical practical skills after graduation. This is the direction of the teaching reform of economic law in non-legal majors. University education, including the teaching of economic law, must start from the cultivation of students' practical ability, improve students' comprehensive analytical ability, apply knowledge to solve problems, and provide practical skills for cultivating talents who meet social needs.

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