

Precise case Teaching Strategy in the Teaching of Economic Law

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Abstract: The application of accurate case teaching in the teaching of Economic Law can arouse students' enthusiasm and initiative, stimulate students' creative thinking, improve their ability to analyze and solve problems, and has incomparable advantages over other teaching methods. The application of accurate case teaching method in the teaching of economic law can achieve twice the result with half the effort. Based on the teaching practice, this paper puts forward the function of the precision case teaching method in the teaching of economic law, analyzes the conditions of the precision teaching case, and looks forward to the vitality of the precision case teaching.

1. Introduction

In the teaching of economic law, it found that many basic theories and basic principles of economic law are very Abstract. Coupled with the lack of experience and practice in this respect, teachers generally feel that the course of economic law is boring, empty and boring, and that it is difficult to teach thoroughly and learn well. How to teach Abstract economic and legal knowledge vividly, concretely and thoroughly, so that students can learn well, live and be interested in learning, after many years of teaching practice, it is a good choice to introduce case teaching method into the teaching of economic law.

2. Definition of case teaching method

Case teaching method also called case teaching method, case-teaching method or case teaching method. The word “case” comes from “exemplum”, which means “good example”, “typical case” and “typical example”^[1]. It refers to the real case as the teaching material, teachers use Socrates question and answers method, systematically guide students to find out the legal knowledge and legal principles contained in the case from the contradiction. Under the guidance of teachers, according to the needs of teaching objectives and contents, it uses cases to organize students to study, study and exercise. It is on the basis that the students master the relevant basic knowledge and analytical technology, according to the basic Legal knowledge, teaching contents and objectives, the use of cases to organize students to study, research, explore, in order to achieve the students master the basic teaching knowledge and exercise analytical and creative ability. The case teaching method first adopted in the management course of Harvard Business School in the early 20th century. In our country, it began to introduce and applied to the teaching of economics, management and other practical and applied subjects in the 1980s. With the development of educational reform and the deepening of teaching methods and teaching theory, case teaching method has applied in multi-disciplinary teaching activities. Case Analysis and the Organic knot of Economic Law Teaching is a common and effective method to improve the teaching and learning effect of economic law. The case teaching method can concrete the Abstract principles in the course of economic law through cases, and place them in a certain practical situation. so that students can clearly understand the use and expression of these principles in real life, and can not only enhance students' interest and motivation in learning, but also enable students to master the specific meaning and significance of these principles properly. As citizens of modern countries ruled by law, students majoring in economic management master certain legal basic knowledge, understand the laws and regulations of economic law in our country, and have certain legal consciousness, which is one of

the most basic requirements to adapt to the social life, study and work under the rule of law. Meridian The course of law is the public basic course of law specialty and economic management specialty. Whether continuing to study or employment in the future, the knowledge of economic law will improve the ability of citizens to investigate and analyze problems. Case teaching method can create a good teaching practice situation, show the real and typical problems in front of students, and let them put themselves in place to think and analyze, which is very beneficial to stimulate students' interest in learning, enhance students' confidence in facing difficulties, cultivate students' creativity and analysis, and solve problems.

3. The Source of case teaching method

The source channel and screening process of case teaching method should be paid attention to, and typical cases must selected. Only these typical cases have the teaching effect of turning stone into gold with one or two hundred dollars. The so-called typical case refers to a case that can accurately explain a theoretical problem, or a case that coincides with a theory^[2]. At the same time, attention should pay to the natural integration of teaching objectives. In terms of the specific channels for choosing teaching cases, there are the following:

3.1 A video land

As the public television media, they all have the unshakable responsibility of popularizing the law, telling the public that they should not violate the relevant laws and regulations of our country while engaging in economic activities, and that only by obtaining under the banner of justice they be respected by people and so on. As a mass media information platform, TV station is a good way to popularize the law. In this respect, many media have done very well, such as the Social and legal Channel of Radio 12 of the Central Committee, among which there are several very good columns: "economy and Law", "Today's statement" legal Lecture "," economy and Law "is a very representative television channel of economic law cases, which is described in it. Each column is closely related to the economic law in law; the legal Lecture Hall is co-organized by excellent bar associations in various places, and each speaker is an excellent lawyer recommended by the bar associations in Beijing, Shanghai, Chengdu and other places. They summarize the cases of economic law accepted in practice and broadcast them to the public in popular language. It is easy to understand, the audience is wide, and there is a certain word of mouth among the people. < Today's statement > needless to say, CCTV channel 1 broadcast at noon every day, and then rebroadcast in the social and legal channels, there are also many classic cases. Of course, there are many local TV excellent cases of law popularization. With a little change in these cases, In order to become our classroom fresh teaching cases, these cases can generally be collected on the Internet, students can collect and sort out their own cases, let them tell, and then teachers and students to analyze the cases together.

3.2 Local court system

Some cases are public; others are not publishing in time. Teachers and students can go to local courts or procure at orates together to collect some cases in this respect. These cases used for teaching, and the judges understand and support this. In particular, students can asked to analyze why the court made such a decision, what the relevant legal basis is-to analyze what the problem is, but also to analyze why it done, so that students know and know why. Under the guidance of teachers, students read files and choose which cases can used as teaching cases, and it is a process to improve students' ability of examination and speculation. In addition, if you learn the cases chosen by students as teaching cases can greatly mobilize their subjective initiative and maximize the teaching effect.

3.3 Precision case

There will also be some accurate cases in teaching materials and teaching aids, which recommended by jurists and teaching experts to enter the teaching materials, their selection is

bound to have its legal basis, so careful treatment of these classical cases is also very helpful to our teaching.

4. The function of precision case teaching Strategy

The accurate case teaching strategy has changed the traditional teaching mode, which is beneficial to arouse the enthusiasm of students, cultivate students' creative thinking and analysis, and solve problems. Teachers and students dominate case teaching. In case discussion, knowledge, thought and experience flow between teachers and students and communicate with each other. Case teaching has changed the situation of students' passive learning, but teachers guide students to mobilize existing knowledge, exchange and sum up, enlighten each other, improve together and cooperate in learning. Teachers use the intermediary of case in teaching to put students in concrete practical activities, so that students' participation means. Strong knowledge, initiative and enthusiasm have greatly brought into play. This method not only clarifies the basic theory to the students, but also improves the students' ability to solve practical problems by using the knowledge they have learned in practice. The traditional teaching mode is teacher-centered, as the main body, using the "full hall irrigation" teaching method, teachers blindly teach, thinking is limited to the teaching materials. and the case teaching method is an "interactive" teaching method, which takes students as the main body and teachers integrate into the student group. Emphasizing the discussion and dialogue between teachers and students, changing passive learning into interactive learning, paying attention to arousing students' enthusiasm, arousing students' initiative and creativity in each teaching link, guiding students to analyze and discuss cases collectively through teachers. so that students can be present, put themselves in the position of "parties", and actively express their own original opinions, so as to cultivate and improve students' ability to analyze and solve problems. Promote the development of students' creative thinking.

The precise case teaching strategy is an organic combination of the theory and practice, which is beneficial to broadening the students' knowledge, improving the expression of the language and the language of the students, and communicating with others. First, the precise case teaching strategy is the purpose of the teacher in combination with the theory and the practice, the specific problems written into the classroom. the problem is set through the scene description, the two-way and multi-way interactive communication, the equal dialogue and the discussion between the teachers and the students and the students, The problems in the case are given their own opinions, and the solutions and measures to solve the problem are put forward. This process not only deepens the knowledge of the students, but also enlarges the students' knowledge. Through classroom discussion and the writing of case analysis report, accurate case teaching strategy is helpful to improve students' thinking ability and language expression ability. Thirdly, through case teaching, students learn how to comment on each other, how to put forward their own suggestions to others in a constructive way, and learn to accept the criticism of others and improve their social ability to communicate with others.

Accurate case teaching is helpful to improve the quality and professional level of teachers and play a role in teaching. First, accurate case teaching can promote teachers to deepen into practice, investigate and study, and improve practical ability. Because a successful case is that teachers collect case materials by various means, process and sort out the case materials, and make them, become authentic, practical and readable teaching cases suitable for teaching needs. Through these behaviors, it is beneficial to improve the professional level of teachers. Secondly, in order to attend every class well, teachers must prepare carefully and master the laws and regulations involved in the case and the knowledge of related subjects. In this way, it can apply freely in class to guide the students' thinking activities, and to review, sum up and summarize the opinions of the students in a timely and correct manner. Therefore, it is not only beneficial to improve the quality and professional level of the teaching staff, but also to update the knowledge structure of the teachers, but also to play a long role in teaching.

Enlightening and autonomous learning combined actively mobilize students' interest in learning. The case itself is not pure theoretical content, nor is it a simple case, but contains a certain content

of the problem. The typical examples in the case are all set up to illustrate specific problems. In view of these problems, let the students dig, to experience, in the process of analyzing the case, the students use their brains, seek the true meaning, find out the essence of the problem, and then put forward constructive suggestions and solutions. To improve students' ability to analyze and solve problems, to think deeply, to leave more thinking space for students, the teaching effect is very remarkable. Through the student's self-Master learning, using the knowledge that has mastered combined with the reality of life, play a subjective and dynamic role, enhance the ability to use knowledge and sum up experience.

5. The characteristics of precision case teaching strategy

Precision case teaching strategy has many characteristics in practice. As a positive teaching method to cultivate students' practical ability and analysis ability and shape legal talents in an all-round way, precision case teaching strategy has many unparalleled characteristics compared with the traditional teacher classroom teaching method. In addition, in the process of case collection, we should also accord with the characteristics of case teaching in order to burst out vitality and enhance the teaching effect in the process of teaching. The characteristics of precision case teaching strategy are as follows:

5.1 Actual combat

Accurate case teaching can be simply adapted from the television media of the relevant legal columns and some economic law files of the court, and the anonymity of name and place names can be used in the front-line practice of teaching. This reflected in the above, with strong maneuverability and actual combat. For law undergraduates, some people may have to take judicial examinations when they graduate. They should engage in the relevant work of the lawyer industry and the public security bureau, procurator ate and court, and master some practical teaching cases in advance, which can promote their ability to understand and analyze legal cases. It will be beneficial to their future work. Students are facing events. The real material, role-playing in the real case, just as in the real case, immersive, the natural harvest is quite abundant; the teaching effect is twice the result with half the effort.

5.2 Coronary

In order to solve some specific problems, teaching cases extracted from reality, combined with specific economic law and legal basic knowledge collection and collation, these cases are active in the current legal practice, especially some relatively new cases. However, some cases are only meaningful under the premise of certain legal knowledge. With the passage of time, teaching cases need to be constantly updated, supplemented and improved in order to meet the pace of keeping up with the times.

5.3 Pluralism

The answer, analysis process and conclusion of accurate case teaching also show multiple characteristics, sometimes there is no need for conclusion, only pay attention to the completely case analysis process to bring students thinking. In the process of case presentation and analysis, students exercise their ability to understand and analyze problems, and exercise their ability to make independent decisions by designing different role-playing. Some cases can also presented through student collection and existing legal basic knowledge, so that students can talk about the occurrence and development of events in class. Therefore, it can say that case teaching is not only to find the right answer, but also to draw conclusions. This thinking process is an important means to achieve the teaching goal, which can promote the cultivation of students' comprehensive ability^[3]. In this process, they can also exercise their ability to talk and analyze problems in public, the organization and use of language, as well as the ability to control and respond to the field. It can say that these abilities are indispensable for students in the process of moving towards society.

5.4 Novelty

Novelty is one of the indispensable elements in the process of case selection. At present, the economic development of our country is at the height of the day, and great achievements have made, but there are also many problems hidden in this process. While some people are engaged in economic activities, they do not understand the law and do not know the law, resulting in legal disputes. It is undeniable that these problems also provide the freshest information and novelty for our teaching to a certain extent. Our current undergraduate students are all post-80s, like to chase new things, which coincide with each other, and virtually add a lot of sense of the times to the teaching of our economic law.

The above points are the specific characteristics and indispensable characteristics of the accurate case teaching strategy in the process of selecting it. Only with these points can it be indisputably a classical case in the teaching process and meet the most basic requirements of teaching economic law. The implementation of economic law case teaching is the inevitable requirement of modern legal education. Economic law case teaching is helpful to cultivate students' independent thinking ability, analytical reasoning ability and oral expression ability [4]. Accurately grasp the connotation of case teaching, and actively screen out the case materials in line with the teaching objectives of economic law according to the characteristics of case teaching method, to improve the teaching effect and stimulate learning. The ability of students to study interest, to enhance students' creative ability and to analyze problems is of benefit.

6. How to apply accurate case teaching strategy in the teaching of Economic Law

In the application of accurate case teaching strategy in economic law teaching, it is necessary to deal with two relations, namely, the relationship between precision case teaching and theoretical teaching, and the relationship between teaching and learning. If we do not deal with these two relations well, the accurate case teaching strategy will be difficult to carry out and play a role.

First, In order to analyze the case concretely, we must first have certain basic theoretical knowledge of law. This requires teachers to explain the important concepts and principles thoroughly in theory. At the same time, the basic theory and case analysis should be combined organically, and in the first stage of students' cognition, the case should be served as the theory, and in the second stage, the theory should be served as the case, first with the theory as the center, and then with the case as the center. Because the typical case also has limitations, it can only represent one aspect of the legal theory, or one aspect of a certain theory, and the basic principle is widely applied, so it is in the understanding that the legal theory can only represent one aspect of the legal theory, or one aspect of a certain theory. In the first stage, we must pay attention to “general” and “individual” serve “general”. Teachers should put the legal principle, legislative law and so on in the first place.

Second, the precise case teaching strategy can overcome the defects of the cramming teaching, but at the same time, the students put forward higher requirements, and it requires the students to cooperate with the positive thinking. In the teaching practice, it is often encountered that some students don't pay attention to thinking and meet the “What is it”’s non-seeking “Why?”, which is not able to carry out the precise case teaching strategy. The case analysis is more difficult than the general principle and the simple memory of the method, so it is necessary to mobilize the students' subjective initiative.

In a word, the application of accurate case teaching in the teaching of economic law can make teachers and students realize the combination of theory and practice in the classroom, and meet the strict requirements of the course of economic law for teaching. In the process of case analysis, stimulate students' thinking, cultivate the ability to analyze and solve problems. As far as teachers are concerned, by analyzing the characteristics of students to teach according to their aptitude, strictly compiling cases, constantly improving teachers' teaching level, are strengthening. The relationship between teachers and society, grasping the pulse of the times, deepening teachers' understanding and updating of knowledge, and promoting teachers to teach, teach and teach

thoroughly. Obviously, case teaching method can promote economic law.

7. Summary

The precision case teaching strategy can and must be combined with the traditional systematic teaching method, and the accurate case teaching strategy can not replace the systematic theoretical learning and teaching. The advantages of case teaching are obvious, but they are not perfect. On the other hand, although traditional teaching has certain limitations, but the coherence of traditional teaching is strong, which is very important for some teaching contents. Secondly, in the explanation of some important basic concepts, traditional teaching is still essential. There are many teaching methods to cultivate students' quality, improve students' ability and increase students' knowledge. More, we need to continue to explore, constantly improve, reasonable use in order to achieve twice the result with half the effort.

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