

Analysis on Teaching Mode of Economic Law Course Based on Flipped Classroom

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Abstract: With the development and widespread use of information technology in the education industry, colleges and universities constantly renew the traditional teaching mode with the help of information technology, and the flipped classroom teaching mode appears, which is also widely used in the classroom of colleges and universities. The knowledge points of the course of economic law are abstract and complicated. The introduction of flipped classroom teaching mode in the teaching process can help students quickly grasp the key and difficult points of economic law. On the basis of explaining the basic connotation of flipped classroom and analyzing the characteristics of economic law teaching, this paper introduces the significance of flipped classroom teaching mode in the course of economic law, and finally puts forward the application strategies of flipped classroom teaching mode in the teaching of economic law in colleges and universities, with a view to improving the enthusiasm of students in learning economic law.

1. Introduction

The knowledge points of the course of economic law are Abstract and complicated, and at the same time they have strong theoretical and practical nature. Students do not have much place to practice and apply the knowledge of economic law in their daily life. If students do not have a good way to learn the course, it is more difficult for them to master the knowledge points of the course completely, which also increases the teaching difficulty of teachers, so it also requires teaching. Teachers can constantly find and explore better teaching methods and modes to improve the teaching effect of the course. At present, situational simulation teaching has been introduced into the class of economic law. Case analysis teaching and debating teaching have achieved remarkable results. With the continuous development of information technology, network technology has been widely used in classroom teaching. The educational circles are paying more and more attention to the combination of network information technology and teaching mode, and the use of network information technology in classroom teaching. This paper attempts to combine the course of economic law with network information technology, and explore a more suitable teaching mode for students, in order to improve the quality of classroom teaching and students' learning enthusiasm.

2. The Basic Connotation of flipped Classroom

Flipped Classroom mainly refers to the readjustment of teachers' teaching time in class and students' learning time inside and outside the classroom, the use of network information technology and information resources to enable students to grasp the initiative of learning, rather than passive learning, teachers from the classroom protagonists to supporting roles, to cooperate with students' learning. With the popularization and development of information technology, flipped classroom can break and update the traditional teaching mode, change the status quo of traditional teaching mode in which teachers teach first and students learn later, and realize that students learn first and teachers teach later. Before class, teachers will use the network platform to teach students the important points of knowledge in the classroom first, so that students can learn by themselves in advance, and carefully prepare materials. In the classroom, the teacher will let each student make a brief presentation report on their autonomous learning, so that the teacher can preliminarily check

and find out the questions and shortcomings of each student in the process of autonomous learning, and answer each student's questions and impart relevant knowledge points, so as to enable students to have a deeper understanding of the relevant knowledge points. At the end of the class, the teacher will assign some relatively difficult assignments to the students to test their mastery of the knowledge points they have learned. At the same time, they can help the students to sort out and review the knowledge points, and finally achieve a better mastery effect, so as to improve the teaching effect.

3. Characteristics of Economic Law Teaching

3.1. The close combination of theory and Practice.

Economic Law is a subject that needs to apply theoretical knowledge to practice. If we only learn the theoretical knowledge of economic law from textbooks, but not apply it to a large number of practices, we cannot really grasp the essence of the course. Therefore, it requires students to practice more and apply the theoretical knowledge of economic law to practice.

3.2. It is difficult to understand the content of economic law.

The knowledge points of the course of Economic Law are Abstract to some extent, especially in the general part. If there is no knowledge points of economic law and law related disciplines such as civil law, jurisprudence and other basic disciplines in advance, the course of Economic Law can be directly studied. It is very difficult to grasp the knowledge points of the course.

3.3. The knowledge points are trivial.

The relevant knowledge points of departmental law in Economic Law are scattered and trivial, and the sub-departmental law of its distribution is messy. In one semester of teaching, economic law involves more than 10 Department laws. In the process of learning, students tend to confuse their knowledge points and make memory deviation, which also increases the difficulty of learning the course.

4. The Significance of flipped Classroom in the Teaching Model of Economic Law

At present, it is difficult for students to learn economic law, so teachers must use the correct teaching mode to enable students to quickly grasp the core knowledge points, which is the first problem to be solved in the teaching of economic law. When Teaching Economic law, teachers need to guide students to study independently and solve practical problems by using economic law in daily life, which is the key to success or failure of economic law teaching.

4.1. Students can control the progress of learning economic law by themselves.

In the traditional teaching mode of economic law, because students know little about the knowledge points of economic laws and regulations, teachers need to spend a lot of time explaining the theoretical basis of economic law knowledge, and the analysis of actual cases is relatively short, which can not achieve good teaching results. After introducing the teaching mode of flipped classroom in the teaching of economic law, students can watch relevant videos before class, control their learning progress according to their own learning situation. When they encounter difficult points of knowledge in the process of watching videos, they can pause their thinking and record them in their notebooks. Then they can seek the help of teachers and classmates to overcome the difficulties of knowledge points. Students with strong understanding ability can continue to look for relevant videos to watch and expand their knowledge after reading videos; students with weak understanding ability can watch videos many times and take notes well. This teaching mode can take into account all students, not only ensure the learning progress of students with strong learning ability, but also enable students with weak learning ability to learn more.

4.2. It can increase students' interaction in the process of learning economic law.

In the traditional teaching process of economic law, teachers are the main body of the classroom, and flipped classroom increases the interaction between teachers and students and between students and students. At the same time, after classroom reversal, teachers will also be the main body of the classroom into students as the main body of the classroom, teachers are mainly responsible for guiding students to learn independently.

In the process of learning economic law, students have changed from passive to active, and actively participate in learning. This not only mobilizes the classroom atmosphere, but also is more conducive to students' mastery of knowledge points. In the process of communicating with students, teachers can know what knowledge points the students lack according to the problems of each student, teach students in accordance with their aptitude, and give different counseling according to the students of different students. At the same time, students can also be divided into several groups in the classroom, so that the groups can discuss and study economic law issues, which can promote mutual learning among students.

5. The Application of flipped Classroom in the Teaching Model of Economic Law

5.1. Determining the Teaching Objectives of the Course of Economic Law in the Flipped Classroom.

Firstly, in the aspect of teaching knowledge points to students, we must determine the knowledge objectives of reversing classroom teaching of economic law, such as the basic concepts and characteristics of some knowledge points in economic law. Secondly, in training students' practical ability, we should aim at cultivating students' thinking ability of economic law and the ability to accurately use relevant knowledge of economic law. Finally, in improving students' quality, we should make students abide by the law and use it correctly.

5.2. Arrangement of classroom learning tasks ahead of time.

First of all, it is necessary to analyze the learning situation of College students, which is the basis of studying the effective teaching mode of flipped classroom. According to the students' learning situation, assign learning tasks to students before class and list the learning list, so that students can learn independently in advance. The main advantage of flipped classroom teaching mode is that it can use network information technology to transfer knowledge to students. Therefore, in order to maximize the advantages of flipped classroom teaching mode in the class of economic law, teachers are required to carefully assign learning tasks to students before class. Teachers need to list the main points of knowledge that need to be explained in class, so that students can conscientiously study independently before class. Taking contract law as an example, when we want to explain the relevant knowledge points of contract performance and guarantee in class, we should let students have a certain understanding and self-opinions about the concepts of performing right of defense, performing right of defense first, right of uneasy defense and other related legal provisions before class. At the same time, we should also have a certain understanding of the five guarantee modes of contract. Students can know these concepts in class. Knowledge has a deeper understanding and a faster grasp of these knowledge points.

5.3. Establishing a new assessment and rating model for students.

Changing the traditional teaching mode of economic law class and establishing a new teaching mode of flipped class of economic law is a process of constant renewal and perfection. College students should not learn by rote, but should learn flexibly about the relevant knowledge of economic law. Teachers who teach the course of economic law should also make some changes in the assessment and evaluation of students. They should not only focus on the students' paper results, but also make a comprehensive evaluation of students from many aspects, such as paying more attention to students' normal classroom performance and the ability to use legal knowledge. When using the flipped classroom teaching mode of economic law, teachers can assess students through

group discussion, case analysis, small teachers' explanations and so on. In this way, not only can the theoretical knowledge of economics be closely combined with social practice, so that students can have a deeper understanding of the knowledge in textbooks, but also more conducive to the cultivation of students' ability to use the knowledge learned to solve practical problems.

6. Conclusion

In a word, the introduction of flipped classroom teaching mode in the teaching process of economic law can make full use of the convenience of information technology, stimulate students' enthusiasm to learn economic law knowledge, and promote students' autonomous learning, which also reflects the initiative and creativity of students' learning. The teaching mode of flipped classroom has changed the teacher's principal position, transforming the students into the main body of learning. As the guide of the students, the teacher also strengthens the communication and interaction between teachers and students in the teaching process, so that the teachers can further understand the students, and eventually presents an active classroom atmosphere, and achieves good teaching results.

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