

Exploration and Application of Research Teaching Model in Financial and Economic Colleges based on the Curriculum of Development Economics

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Abstract

Teaching quality is the lifeline of higher education. Actively promoting the exploration and application of research-based teaching model is an important way to improve teaching quality. Taking the course of development economics as an example, combined with the subject characteristics of problem orientation, this paper analyzes the exploration ideas, curriculum design and evaluation methods of research-based teaching mode, so as to make a beneficial exploration for the education and teaching reform of financial and Economic Colleges and universities.

Keywords

Research teaching, teaching mode, development economics.

1. Introduction

Research teaching is a teaching model based on "discovery learning model" and "cognitive development theory". This teaching model requires teachers to introduce research ideas, methods and cutting-edge achievements into teaching activities, advocate stimulating students' awareness of autonomous learning and exploration in teaching, and emphasize students' practical application of learned knowledge. Compared with traditional teaching, the research-based teaching mode emphasizes the organic combination of knowledge teaching and scientific research practice, which aims to cultivate students' practical ability to find, analyze and solve problems. As an important branch of economics, development economics has the application conditions of research-based teaching mode because of its problem-oriented discipline characteristics. Taking the course of development economics as an example, this paper analyzes the exploration ideas, curriculum design and evaluation methods of research-based teaching. In order to provide some reference experience for the exploration and application of research teaching mode in financial and Economic Colleges and universities.

2. Discipline Characteristics of Development Economics

Development economics is an economic discipline that studies the economic development of developing countries. Taking economic development as the research object, the discipline pays attention to the process of a country from underdevelopment to development, especially the transition from low-income people to high-income people. From the perspective of discipline content, development economics covers two parts: Micro development economics and macro development economics, with rich theoretical basis. From the perspective of discipline characteristics, development economics has strong practicability, especially focusing on the analysis of practical problems and applied research of policies in developing countries [1]. The rich basic theories of development economics and the subject characteristics of problem

orientation contribute to the effective promotion of research-based teaching mode in the curriculum.

3. Exploration Ideas of Research-based Teaching of Development Economics

3.1. Thematic Learning

Teachers can make overall arrangements for the course content in the form of special teaching, and adjust the teaching time of each special subject in combination with the amount of class hours. Special subject teaching is different from the traditional teaching with reference to the chapters of teaching materials, which is convenient for teachers to integrate relevant cutting-edge knowledge into the classroom, constantly update the research in the field and enrich the teaching content [2]. At present, development economics has formed two systems: Micro development economics and macro development economics. Teachers need to take into account both micro and macro levels when planning teaching topics. Micro development economics pays more attention to the influencing factors at the individual level, such as human capital and poverty, while macro development economics explores the causes of economic development from the perspective of capital accumulation, economic structure and system.

3.2. Problem Oriented

Development economics is a problem oriented discipline. Therefore, the application of research-based teaching in the course of development economics should also reflect the characteristics of problem orientation. Traditional teaching is more about teachers' unilateral knowledge transmission, which often ignores the important role of problem guidance in the teaching process, resulting in unsatisfactory teaching effect. Research teaching requires teachers to actively guide students' thinking and stimulate students' interest and motivation to explore knowledge by scientifically and reasonably designing problems on the basis of teaching theoretical knowledge [3]. At the same time, teachers should encourage students to organically combine theoretical learning with scientific research and social practice, select the topics they are interested in as the starting point for subsequent scientific research, and cultivate students' scientific research awareness and scientific research ability.

3.3. Teaching Interaction

Research teaching pays attention to the teaching and discussion of theoretical knowledge and teaching cases, also emphasizes students' understanding and Reflection on knowledge, and requires teachers to pay attention to teaching interaction and improve students' classroom participation. Teaching interaction is not limited to the interaction between teachers and students, but also should be reflected in the interaction between students and students. As the host of the classroom, teachers can activate the classroom and enhance the feedback and communication between teachers and students and between students through teaching design such as problem guidance, classroom discussion and flipping the classroom. In addition, teachers can further cultivate students' knowledge transfer ability and comprehensive application ability by arranging group homework, so as to extend and expand the classroom content and lay a solid foundation for the after-school practice of research teaching [4].

4. Curriculum Design of Research-based Teaching of Development Economics

4.1. Classroom Teaching

The classroom teaching of research-based teaching should not be limited to basic theory, but also include case teaching of key and difficult topics. Among them, basic theory is the basic

concept and classic theory in special teaching, and it is the basis for subsequent classroom discussion and scientific research practice. Therefore, teachers should pay attention to students' absorption and understanding of basic theories. Case teaching is a teaching method in which teachers sort out typical cases for students to think and analyze, enhance their understanding of theory, and cultivate students' ability to apply theoretical knowledge to analyze and solve practical problems. In the process of case teaching, teachers can combine cases to cultivate students' ability to analyze and solve problems. For example, in the topic of population and economic development, we can analyze the challenges faced by different age groups in the aging society in combination with the actual cases of China's aging society, and put forward countermeasures in combination with the experience and measures of international cases. At the same time, guide students to pay attention to social hot issues and actively participate in social life [5].

4.2. Classroom Discussion

Classroom discussion is a crucial link in the research-based teaching model. According to the content and form of discussion, classroom discussion can be divided into the following two categories.

Basic problem discussion is that teachers ask questions around theoretical knowledge in the process of training and teaching special topics. Such questions usually have a clear answer angle and direction, and students are not required to divergent thinking. For example, in the topic of agriculture and economic development, the understanding of "poor and effective" of traditional agriculture proposed by Schultz and the discrimination of the concept of "surplus labor force" in Lewis's dual economic structure model.

Topic discussion is a discussion method in which teachers encourage students to discuss and communicate around one or several topics in combination with the hot issues of the topic content. Thematic discussion can effectively strengthen the communication and feedback between teachers and students and between students, which can not only improve students' interest in learning, but also help students learn from each other, broaden their ideas, and improve their ability to analyze and solve problems. For example, in the topic of natural resources and environment, typical cities with the characteristics of "Dutch disease" are selected from China's resource-based cities, and reported and displayed in combination with the city's resource characteristics, development status and local initiatives.

4.3. After Class Practice

Scientific research practice is the core embodiment of research-based teaching mode. Teachers can train students' literature collection and review ability to cultivate students' scientific research literacy. Literature collection and review is the first step to carry out scientific research. Learning to accurately consult, sort out and comment on literature will help students accurately grasp the latest trend of research development and learn the latest research results. Combined with the teaching topics of development economics, students independently choose the theme of literature review, and teachers guide students according to the research theme selected by students to provide research guidance for students with scientific research interest [6].

In addition, teachers can also organize field investigations or field visits. Before field research, students can be asked to find out appropriate practical application problems from literature reading, and find solutions to problems in the process of investigation. Field investigation can better exercise students' scientific research practice ability. Through the observation and thinking of practical problems, it can help students refine scientific research problems and make them have a more systematic and complete understanding of scientific research in the learning stage. For example, teachers can lead students to carry out targeted poverty alleviation

research activities in combination with poverty topics. Before the research, teachers and students jointly participate in the questionnaire design. During the research, they conduct field investigation on targeted poverty alleviation measures, and summarize the countermeasures to get rid of poverty and measures to prevent returning to poverty after the research [7].

5. Evaluation Methods of Research-based Teaching of Development Economics

5.1. Teachers' Leading Role and Students' Initiative

Research teaching emphasizes the leading role of teachers and the initiative of students. Teachers clarify the problems existing in teaching activities through interaction with students, so as to adjust the teaching content and rhythm in time. For example, improve students' participation in the course, including learning interest, enthusiasm for classroom discussion and Q & A, completion of after-school practice, etc. Grasp the progress of specific links, including the overall progress of the course, the arrangement of classroom discussion and after-school practice, so as to ensure good teaching effect.

5.2. Unification of Process Evaluation and Result Evaluation

The curriculum assessment of research teaching pays attention to the process and result at the same time. Teachers should formulate an evaluation system combining process evaluation and result evaluation, and improve the efficiency of curriculum learning by adjusting the proportion of process evaluation. Process evaluation includes mutual evaluation within the learning group and teacher evaluation, with emphasis on the evaluation of learning attitude and participation in classroom discussion. The introduction of student mutual evaluation mechanism helps to mobilize the enthusiasm of group learning and supervise each other. Results the evaluation was completed by teachers, focusing on the specific performance of students in curriculum practice, including the ability to think and refine problems and the ability of literature review. It was mainly evaluated according to the completion of students' curriculum homework and curriculum design.

6. Conclusion

The teaching improvement of higher education is a long-term task, which requires college teachers to clarify the teaching objectives, establish new educational concepts, and improve the traditional teaching methods and curriculum design. Research teaching advocates to stimulate students' awareness of autonomous learning and exploration in teaching, and urge students to actively use knowledge to solve practical problems. How to improve the application of research-based teaching in the curriculum and improve the teaching quality and teaching results in the teaching work is an important task for teachers in Colleges and universities of Finance and economics to constantly explore and practice based on the curriculum teaching.

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