

Research on the Course Construction of Industrial Economic Management of National Economic Management Major based on the Development Strategy of "New Economic Management"

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Abstract

The course of industrial economic management is a core course of national economic management, which plays an important role in the process of training high-level applied economic management professionals to meet the new needs of regional and industrial economic and social development. Based on the idea of "new economic management" development strategy of Anhui University of Finance and economics, this paper makes an in-depth discussion on the teaching concept, course positioning, teaching objectives, teaching methods, key issues of course construction, course quality monitoring system and implementation measures, course assessment and evaluation methods of "industrial economic management" course, so as to promote the cultivation of College Students' innovation ability and entrepreneurial ability.

Keywords

Teaching Philosophy; Curriculum Orientation; Teaching Methods; Quality Control.

1. Introduction

In order to adapt to the new situation of higher education reform and development and the new requirements of economic and social development, and strive to improve the ability of supporting and leading economic and social development, the Sixth Party Congress of Anhui University of Finance and economics put forward the development strategy of "new economic management". Based on the development strategy of "new economy and management", we seriously revised the training plan of the scientific sub system of national economic management major. As the core course of national economic management, the course of industrial economic management reduces the classroom teaching time and increases the special topic discussion class. The classroom teaching and special topic discussion class hours are 30 and 6 respectively, and the extra-curricular practice teaching link is added. The school of economics of Anhui University of Finance and economics has set up the course group of industrial economic management, which is headed by teachers with high teaching level and strong scientific research ability, and is responsible for teaching research and teaching quality control. While standardizing the classroom teaching, the course group constantly innovates the teaching methods around the syllabus of industrial economic management, and gradually promotes the teaching methods conducive to the cultivation of students' ability. In order to improve the teaching effect and the quality of personnel training, the course group of industrial economic management has created excellent courseware, started to develop network course resources and build course website. In addition, in order to effectively improve the practical ability of college students, the curriculum team strengthens the contact with the practice bases inside and outside the school, and constantly optimizes the practice teaching content and teaching methods of the course of industrial economic management. Based on the development strategy of "new economy and management" of Anhui University of Finance and economics, this paper discusses the teaching concept, teaching objectives, teaching methods, key issues of curriculum construction, ideas and methods of curriculum construction, curriculum quality monitoring system and implementation measures, curriculum assessment and evaluation methods of "industrial economic management", so as to promote the cultivation of College Students' innovation ability.

2. Teaching Concept, Teaching Objective and Teaching Method of Industrial Economic Management Course

2.1 Teaching Concept

Teaching concept is the concentrated embodiment of people's understanding of the internal laws of teaching and learning activities, and also the basic attitude and concept of people on teaching activities, and is the belief of people engaged in teaching activities. Teaching concept is the foundation of the formation of teaching mode, which provides theoretical origin and practical guidance for teaching mode. Combining the comprehensive, countermeasures and forward-looking features of the teaching content of the course of industrial economic management and the important position of the course in the curriculum system of national economic management, we have established the teaching philosophy of "double subject, problem oriented, open and inquiry", which continuously improves students' interest in learning and broadens their professional vision, Students can learn to find problems, raise problems, and improve their comprehensive quality and innovation ability in the process of analyzing and solving problems.

2.2 Teaching Objectives

This course is an important part of the undergraduate course system of national economic management. It analyzes and studies the industrial economic theories such as industrial organization theory, industrial structure theory, industrial association theory, industrial development theory, industrial layout theory, and industrial policy, government regulation, industry management and other industrial economic management issues, To reveal the mechanism and law of industrial operation. Through the teaching of this course, students can master the basic theoretical knowledge of industrial economy, industrial regulation, industry management, etc., so as to improve the students' understanding ability of industrial economic management theory, the ability to analyze the problems of industrial economic operation, and the management skills of industrial economy, and cultivate the students' ability of innovation and entrepreneurship.

2.3 Teaching Methods

In order to fully reflect the main position of students in learning, stimulate the initiative, consciousness and enthusiasm of students' learning, improve the students' ability to analyze and solve problems, and let students learn, understand and master knowledge in research, discussion and field investigation [2], the members of the curriculum group constantly improve teaching methods and means, and use discussion teaching, case teaching Teaching methods such as field teaching and research teaching.

3. The Key Problems of the Course Construction of Industrial Economic Management

The major of national economic management develops morally, intellectually, physically and aesthetically in an all-round way, is rich in social responsibility and innovative spirit, has a solid theoretical foundation of economics and management, grasps the theories of public investment decision-making, investment benefit evaluation and investment project management, and has strong operational ability of investment and financing planning and analysis. It can work in all kinds of financial institutions, large and medium-sized enterprises, enterprises and enterprises All levels of government departments and scientific research institutions engaged in investment analysis, forecasting, planning and supervision of high-quality compound talents with innovative spirit.

As the core course of national economic management, industrial economic management plays a key role in the process of personnel training. But at present, there are some problems in the course construction: in the theoretical knowledge system, the theoretical system of the course itself is complete, but the theoretical knowledge of the subject foundation and professional development course has not formed a complete system, which affects the learning effect of students' theoretical knowledge; In terms of teaching methods, the transitional emphasis on classroom teaching, case

analysis, discussion teaching, on-site teaching, research teaching and other teaching methods are not used much, which affects the students' theoretical application, problem analysis and the cultivation of innovative spirit.

4. Ideas and Methods of Industrial Economic Management Course Construction

4.1 Ideas of Course Construction of Industrial Economic Management

In order to give full play to the role of "industrial economic management" as the professional core course of national economic management major, and improve the theoretical mastery, theoretical application ability and innovative spirit of college students, the following measures are proposed: first, continuously optimize the course content, so that the course of "industrial economic management" can keep pace with the basic course of the discipline. The theory of professional core courses and professional development courses forms a complete system; Second, we should constantly improve teaching methods, flexibly operate classroom teaching, case analysis, discussion teaching, on-site teaching, research teaching and other teaching methods, and pay attention to the cultivation of students' ability.

4.2 Orientation, Teaching Objectives and Personnel Training of Industrial Economic Management Course Construction

According to the talent training objectives and professional orientation of national economic management, the project team members put forward the curriculum construction orientation, teaching objectives and talent training objectives of industrial economic management.

The orientation of curriculum construction. The course of industrial economic management is not only the application of theoretical knowledge of basic courses of economic disciplines, but also the basis of theoretical knowledge of professional core courses and professional expansion courses. It plays a connecting role in the theoretical knowledge system.

Teaching objectives and personnel training. Through the study of the course of industrial economic management, students can master the basic theoretical knowledge of industrial economy, industrial regulation and industrial management, promote the establishment of students' theoretical knowledge system, improve students' ability to understand the theory of industrial economic management, analyze the problems in the operation of industrial economy, and cultivate students' innovation ability and entrepreneurial ability.

5. Division, Connection and Cooperation of Industrial Economic Management and Other Courses Teaching Content

The members of the project team investigated the curriculum setting and teaching contents of national economic management major such as Renmin University of China, Xiamen University, Jiangxi University of Finance and economics, Jilin University, etc. on the basis of fully considering the undergraduate talents training objectives of Anhui University of Finance and economics, the teaching contents of the course, national economic accounting, input-output analysis, national economic planning, and the development of the national economic management were carried out. The teaching contents of core courses and professional development courses such as development economics, macroeconomic management model, investment economics and so on are divided, connected and cooperated to achieve the goal of establishing theoretical system and training comprehensive quality.

The selection and arrangement of the course teaching contents are as follows: introduction, industrial economy theory (2 class hours). The main contents are as follows: the origin and development of industrial organization theory, the origin and development of industrial structure theory, the origin and development of industrial layout theory, the origin and development of industrial technology theory, the origin and development of industrial investment theory, the theory and development of industrial environment, the origin and development of industrial development theory, and the origin and development of industrial transfer theory. Chapter one is the formation, classification and

industrial revolution of industry (2 class hours). It mainly includes the following contents: the formation and classification of industries, the industrial revolution and the development of industrial economy. Chapter two, industrial organization (4 class hours). It mainly includes the following contents: the theoretical origin, market structure, market behavior and market performance of industrial organization. Chapter three, industrial structure (4 class hours). The main contents are as follows: the formation and development of industrial structure theory, the evolution and law of industrial structure, the influencing factors of industrial structure changes, and the rationalization of industrial structure. Chapter four, Industrial Association (4 class hours). The main contents are as follows: the overview of industrial relevance and input-output analysis, the theoretical model of input-output analysis, the application of input-output model. Chapter five, industrial development (4 class hours). The main contents are as follows: the origin and development of the theory of industrial rise and fall, the protection of infant industry and the adjustment of declining industry, industrial development and the high degree of industrial structure. Chapter six, industrial layout (4 class hours). The main contents are as follows: the overview of industrial layout theory, the factors affecting industrial layout, the practice of different levels of industrial layout, and the analysis methods of regional industrial structure. Chapter seven, industrial policy (2 class hours). It mainly includes the following contents: overview of industrial policy, general model and evolution law of industrial policy, type of industrial policy, and evaluation of industrial policy. Chapter eight, government regulation (4 class hours). The main contents are as follows: the overview of government regulation, the basic theory of natural monopoly industry, the regulation of natural monopoly industry, the price regulation of natural monopoly industry, the incentive regulation of natural monopoly industry and social regulation. Chapter 9, industry management (2 class hours). It mainly includes the following contents: overview of industry management, development of industry organization and its functions, foreign industry management, and reform trend of China's industry management. Chapter 10, the prospect of industrial development in China (2 class hours). The main contents are as follows: the background and foundation of China's industrial development, the basic characteristics and problems of the evolution of China's industrial structure, and the adjustment and upgrading trend of China's industrial structure.

6. Quality Control System and Implementation Measures of Industrial Economic Management Course

In order to ensure the smooth development of the course construction and improve the effect of the course construction, the project team has formulated the quality inspection and monitoring mechanism of the course of industrial economic management in Anhui University of Finance and economics

6.1 Formulation of Curriculum Construction Plan

Based on the investigation and study of the construction documents of the demonstration course, combined with the talent training objectives of national economic management major of Anhui University of Finance and economics, the course construction plan is determined, which mainly includes the production of teaching resources such as syllabus, teaching content, teaching courseware, teaching video, teaching micro class, exercises and simulation questions, and the construction, application and management of network platform.

6.2 Implementation of Curriculum Construction Plan

According to the curriculum construction plan, the related construction activities are carried out. First of all, clear the division of curriculum construction personnel, give full play to the expertise of project team members. According to the subject background of the course group members, the production of reasonable allocation of teaching resources and the construction, application and management of network teaching platform [3]. Secondly, make clear the production time node of teaching resources. According to the construction plan to carry out the production and upload of teaching resources, and regularly organize members of the research group to discuss the progress and problems of the

construction plan, and put forward improvement measures. Thirdly, make clear the operation and management of network teaching platform. According to the course construction plan and course teaching plan, the members of the course team strengthen the operation and management of the network teaching of this course.

6.3 Quality Control of Curriculum Construction

Through collective discussion, expert consultation and student feedback, the quality of curriculum construction is monitored to ensure that the project construction achieves the expected goal [4]. First, the members of the course group discuss the progress of the course construction, the use of online teaching resources by teachers and students, and point out the existing shortcomings and improvement measures. The second is to consult experts on the construction of network teaching resources, teaching methods and teaching means, classroom continuation teaching contents and methods, etc., and ask for improvement measures.

7. Assessment Methods of Industrial Economic Management Course

According to the talent training objectives of national economic management major, the assessment method of this course is formulated, that is, "chapter detection + problem discussion + experimental project + online video learning + scientific research" assessment method. The proportion, content and form, ability test, performance evaluation, intensity and restraint mechanism of each evaluation method are as follows:

7.1 Chapter Detection

Chapter test methods are as follows: (1) Chapter test scores account for 20% of the total course scores. (2) The content and form of chapter detection. According to the teaching content of each chapter, test questions are made and tested through the network teaching platform. (3) The ability of chapter detection to detect. It mainly tests students' mastery of basic theories. (4) Chapter test performance evaluation method. Using the form of teachers' scoring and students' mutual evaluation, the weighted score is obtained [5]. (5) Chapter inspection incentive and restraint measures. For students who have obtained excellent grades twice in a row, one test is not required; If the students fail to pass the test, they should first learn through the network teaching resources, and the time should not be less than the classroom teaching time of this chapter, and then take a make-up examination.

7.2 Problem Discussion

The methods of problem discussion are as follows: (1) The result of problem discussion accounts for 20% of the total score. (2) The content and requirement of problem discussion. According to the teaching content and teaching schedule of the course, students are required to discuss the basic theory of industrial economic management, the operation and management hot spots of industrial economy, the theoretical source and application value of the basic theory, and analyze the causes and Countermeasures of practical problems. (3) The ability to detect. It mainly tests the students' ability to analyze and think about economic problems. (4) Discussion form and performance evaluation. Classroom discussion and online discussion are adopted. The two forms of discussion use group discussion, teachers' comments, students' mutual evaluation and other specific measures to evaluate students' performance. (5) Incentive and restraint measures for problem discussion. For students with excellent grades, they will be given the opportunity to organize the next discussion. For the unqualified students, first of all, they should learn online teaching resources through the classroom teaching time of this chapter, and then put forward a question and make an analysis report.

7.3 Experimental Items

The management methods of experimental projects are as follows: (1) The score of experimental projects accounts for 20% of the total score. (2) The contents and requirements of the experimental project. Students are required to use the theory of industrial economic management to analyze the industrial correlation effect, industrial evolution law, the influencing factors of industrial layout, the effect of government regulation on industry and other experimental projects, and write the

experimental analysis report [7]. (3) The ability to test experimental items. It mainly tests students' ability to use basic theory, project design ability and innovative spirit. (4) The form of experiment project and the evaluation of achievement. Classroom discussion and online analysis are adopted. The two forms of analysis use group analysis, teachers' comments, students' mutual evaluation and other specific measures to evaluate students' performance. (5) The incentive and restraint measures of experimental projects. For the students who have obtained excellent grades twice in a row, one experiment project is not required; If the students fail to pass the test, they should first learn through the network teaching resources, and the time should not be less than the classroom teaching time of this chapter, and then take a make-up examination.

7.4 Online VideoLearning

The management methods of online video learning are as follows: (1) The score of online video learning accounts for 20% of the total score. (2) The content and requirements of online video learning. Online video materials include course teaching videos, hot discussions on industrial economic management by experts at home and abroad, financial forum videos, central economic work conference videos, etc. After learning through the video materials, students ask questions and express their opinions. (3) The ability detected by online video learning. It mainly tests students' self-study ability, problem finding ability and problem analysis ability. (4) Network video learning performance evaluation. The teacher's score and the student's mutual evaluation are used to get the weighted score. (5) The incentive and constraint measures of online video learning. For students who have obtained excellent grades twice in a row, one online video learning is not required. If the students fail to pass the test, they will first learn from the network teaching resources, and then put forward a question and make an analysis report.

7.5 Scientific Research

The management methods of scientific research are as follows: (1) the achievement of scientific research accounts for 20% of the total achievement. (2) The form and requirement of scientific research. Around the theory of industrial economic management, the actual operation and management of industrial economy and other issues to write more than 3000 words of course papers, participate in the school and outside discipline competition. (3) The ability of scientific research institutes to test. It mainly tests the students' ability of theory application, thesis writing, innovative spirit and innovative ability. (4) Scientific research achievement evaluation method. For the course papers, teachers score and students evaluate each other to get the weighted results. For science competitions, the results shall be evaluated according to the competition level and award-winning level. (5) The incentive and restraint measures of scientific research. For the students whose papers are published in academic journals and who have won the second prize or above in science competitions, the total score of the course is directly determined as excellent grade. The students who fail to pass the course paper and do not participate in the subject competition will rewrite the course paper and the total score will not get the excellent grade.

Acknowledgments

This work is supported by the project of Anhui University of Finance and economics undergraduate teaching quality and teaching reform project "construction and practice of innovation and entrepreneurship education system of national economic management major under the new economic management strategy" (Grant No: ACJYZD2020017).

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