

The Present Situation of the Classroom Teaching of Economic Law in Colleges and Universities and Suggestions for Improvement

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Abstract: Economic law is one of the basic courses in law, economic management and other related majors. The study of economic law is to enable students to understand the basic knowledge of economic law, grasp the basic theory, cultivate legal thinking and awareness in their study and life, and better solve specific problems. Based on the classroom teaching of the economic law course in colleges and universities, this paper discusses the current situation of the economic law teaching, points out the problems in the classroom teaching of the economic law course, and puts forward suggestions for improvement in view of the problems in the current teaching, so as to improve the efficiency of the economic law teaching in colleges and universities, and cultivate students' legal thinking and legal literacy.

1. Introduction

The classroom teaching of economic law involves many aspects, including not only the teaching subject teachers and students, but also the teaching content, teaching methods and other aspects. Therefore, there are various problems in the classroom teaching of economic law in colleges and universities. In the process of teaching, teachers should be good at observing problems in all aspects, timely adjusting teaching methods and teaching plans, and ensuring the progress of teaching objectives. This paper mainly discusses the current situation of economic law teachers, students, classroom teaching and assessment, and how to solve related problems.

2. The present situation of classroom teaching of economic law Course in Colleges and Universities

2.1. Single teaching form

Compared with other disciplines, the content of law teaching is more complex and abstract, and the basic course of law is even more so. The scope of the basic course design of economic law is wide and the content is rich, so students can hardly concentrate on their studies. Moreover, based on the above characteristics, teachers pay attention to teaching theories while ignoring students' feedback, leaving insufficient practice for students to think about problems and ignoring students' dominant position in the classroom. In addition, colleges and universities pay more attention to the output of

theoretical knowledge when teaching economic law than to the explanation of economic law cases, which leads to the disconnection between theoretical learning and practical application, making students unable to apply what they have learned.

2.2. The teaching materials are not targeted

The classroom teaching content of economic law is heavy, involving many aspects in the arrangement of teaching materials. Economic law in colleges and universities is selected by students of law, economics, international trade and other majors. In order to meet the needs of different majors for economic law courses, the arrangement of economic law teaching materials is not targeted to a certain extent. Due to the lack of pertinence in the teaching materials of economic law, the matching of the teaching contents of the economic law class in colleges and universities is also insufficient, which leads to the lack of teaching contents of teachers and cannot meet the needs of students of different majors.

2.3. Single assessment form

The study of law curriculum needs to combine theoretical knowledge with practical application, and so should teachers' assessment of the curriculum. China's economic activities are prosperous, economic law is frequently applied in practice, and the study of economic law should pay more attention to practice. However, in the current assessment of colleges and universities, first of all, teachers generally assess students in the form of paper papers or course papers. It is difficult to assess the comprehensive ability of economic law in the form of short answer questions and discussion questions. Secondly, colleges and universities are still lack of mock court practice, which leads to students' failure to apply the knowledge of economic law in a timely manner.

3. Specific measures to improve the classroom teaching of economic law in colleges and universities

3.1. Enrich teaching forms and stimulate classroom vitality

Rich teaching forms can make the classroom atmosphere more active, deepen students' understanding and absorption of knowledge, and effectively use knowledge. Therefore, when teaching, teachers should change their own teaching philosophy, develop more teaching forms, so that students can focus on the teaching of economic law. First of all, teachers should abandon "spoon feeding" teaching. When teachers give lectures, on the one hand, they should be clear about the main points and have a target in mind. They should give lectures on key knowledge and let students learn independently or cooperatively on unimportant knowledge points. On the other hand, when teaching, teachers should reduce their workload, respect the dominant position of students, and enable students to put forward their own thoughts and opinions on knowledge points. For example, when learning about "unfair competition behavior", teachers can let students independently group, learn the concept, characteristics, types and specific cases of unfair competition behavior, make corresponding speeches, and let team members explain independently in class.[1] In case of mistakes or deficiencies in explanation, teachers can correct them, and let other team members actively communicate with them. Let students learn knowledge independently. By paying attention to the key points, students can have more planning when learning. Secondly, teachers should pay attention to the nature of economic law, combine theoretical teaching with practical application, and actively carry out case teaching. First, teachers can add actual cases when teaching, so that students can combine theoretical knowledge with cases to learn and have a deeper understanding of theoretical knowledge. For example, when studying

the "anti-monopoly law", teachers can give examples such as "bull socket", so that students can learn what is "monopoly" from specific cases. Case assisted teaching can make students have a more vivid and vivid understanding of legal concepts. Second, teachers should pay attention to the application of courts and mock courts. Teachers can ask students to watch live trials of cases related to economic law on the Internet and write their feelings about the live broadcast. In addition, teachers can spontaneously arrange economic law cases, and let students play the roles of the plaintiff and defendant and the judge respectively on the basis of understanding the facts of the case to understand what the process is in the trial of economic law, how the parties should provide evidence and cross examine, and what questions the court will ask the parties. Through understanding and observing the court procedure, students can learn to apply theoretical knowledge to practice[2].

3.2. Compile diversified teaching materials and improve the curriculum

The economic law course in colleges and universities belongs to the basic course of the legal category. In addition to the students majoring in law, many economic and management students also need to learn. First of all, as far as law students are concerned, economic law is a basic course. Economic law textbooks for law students should be as detailed as possible. In terms of curriculum arrangement, sufficient practice should be arranged for economic law. When students learn, they can not only have a solid foundation, but also have redundant practice to review the past and learn the new. In addition, colleges and universities should arrange students to have enough court observation to experience the trial of economic law in real courts, so as to achieve the teaching purpose of economic law professors in law majors of colleges and universities. Secondly, for students majoring in economics, finance and management, the focus of such students is to learn economics or management, and the study of economic law is to expand their knowledge. Therefore, when they study economic law, they do not want to pursue depth [3]. More importantly, teachers should understand the teaching needs of students in different majors in the teaching process, and combine them with their majors, so that students can have a general understanding of the relevant content of economic law. Through specific analysis of specific problems, students of different majors can have textbooks suitable for themselves and learn more efficiently.

3.3. Optimize after-school training and conduct multi-dimensional assessment

As a practical subject, law learning requires students to train and practice knowledge in practice. After class training and assessment can urge students to learn, so that students can learn more scientifically and reasonably. First of all, teachers should make rational arrangements for the types of questions when assigning homework and taking written examinations. The questions of test papers and exercises can not only be simple answers and noun explanations, but also can be added with case analysis and other topics, so that students can learn to use knowledge in the training process, rather than memorizing knowledge rigidly. Through scientific arrangement of training and examination questions, students can understand knowledge more deeply. Secondly, teachers should pay attention to the arrangement of assessment indicators. For example, when arranging courses for study, in addition to the study of theoretical knowledge, we should also pay attention to the teaching of mock courts. Therefore, when assessing students, teachers should not only use written papers to assess students, but also add indicators such as simulated court performance and impressions. In addition, teachers can also add interactive links such as case analysis in the classroom to score students according to the interaction effect between students and teachers. Finally, all the above items are integrated to score students comprehensively.

3.4. Improve the proportion of practical activities, teaching in practice

Knowledge comes from practice, and finally it should return to practice. The study of any subject is inseparable from practical activities. Economic law belongs to the humanities and social sciences, which is closely related to social life. It involves two major fields: economics and law. The knowledge content is highly theoretical and abstract. It is difficult for students to fully and deeply understand these contents only by written reading and class teaching. Although colleges and universities will arrange internship links before graduation, so that students can participate in practice to deepen their understanding of theoretical knowledge, practice is often arranged after the end of theoretical knowledge learning, theory and practice are divided into two parts, effect is greatly reduced. With this in mind, teachers can add practical activities in the classroom teaching to help students understand the knowledge. For example, when learning the relevant content of the company law, students can be organized to visit the business administration part, under the premise of not affecting their normal work, communicate with the staff face to face, understand the establishment of the company and the dissolution of the company. We can also organize practical activities with the cooperative company, take students to visit the relevant departments of the company, invite the management staff to explain the process of setting up the company, key or difficult questions, encourage students to ask questions, and enhance students' understanding of theoretical knowledge in the communication. The theoretical knowledge in the book is relatively abstract, and the relevant content of economic law is far away from students' daily life, students cannot establish relevant concrete situations in their minds, increase the proportion of practical activities, can let students connect abstract theories with real life, and improve the effectiveness of learning.

3.5. Improve the teaching evaluation method, pay attention to the diversity and development

Teaching evaluation is an important part of teaching activities. In the contemporary education system, teaching evaluation pays more attention to the process, diversity and development. The teaching of economic law course in colleges and universities should also be paid attention to the importance of teaching evaluation. Teachers should give timely feedback to students before, during class and after class, help students answer questions, find out their own shortcomings, and correct them in the following learning activities. Preschool stage, for example, students mainly rely on their own reading textbooks or preview through the network platform, teachers are not directly involved, can use WeChat public platform, small program, WeChat group of communication, collect students feedback information, and timely reply to the students 'questions, statistics of students' problems, emphasis in the classroom teaching. In class, teachers can communicate with students face to face, and teaching evaluation is to pay attention to ways and methods. For example, in the case teaching, citing the news event "ST independent director was investigated", what responsibilities does the independent director shoulder? What aspects should be considered when hiring an independent director? Students 'answers may not be comprehensive, teachers should not completely deny students, find out the shining points in the students' answers, for example, the responsibilities of the independent director is more comprehensive, and then point out the shortcomings, pay attention to encouraging teaching, cultivate students' confidence in learning. The evaluation of the after-class stage attaches importance to comprehensiveness and integrity, affirms the students' learning results, points out the aspects that need to be improved in this stage, respects the personality characteristics of each student, and carries out teaching evaluation with the perspective of development. In addition, multiple evaluation can also be carried out, giving the right of evaluation to students, self-evaluation or mutual evaluation, and recognize their own advantages and disadvantages in the process of self-examination and evaluation of others. For example, in the paper writing, please ask students to evaluate each other, students exchange the outline of the paper, judge whether the topic of the other

paper is reasonable, whether the content of the outline fits with the topic, whether the case selected is reasonable, etc., while students are comparing others with classmates, and then become more clear about the problems existing in their papers. You can also choose an excellent outline for students to review together, learn the advantages, and use them in their own paper writing.

4. Conclusion

Economic law course is a comprehensive course, it contains economics, law, business, political science, administration and other fields of content, a wide range and abstract content. The teaching of economic law course should not only help students to lay a solid foundation of related majors, but also cultivate students' correct legal concepts and values, form mature legal thinking, and can use legal knowledge to solve practical problems. Traditional single theory teaching cannot let students deeply understand the connotation of knowledge, therefore, teachers should constantly improve the teaching methods, improve the classroom efficiency. First, teachers should expand the teaching form, so that the economic law classroom becomes more dynamic, students can actively put into the thinking. Second, the rationalization of the curriculum setting, teachers in the selection of teaching materials to be diversified selection, learn from others. Third, teachers should enrich the assessment methods and assess multiple indicators to make the teaching more scientific and reasonable. Fourth, increase the proportion of practical activities, so that students can go deep into social life, from the perspective of reality to understand the connotation of knowledge. Fifth, improve the evaluation mechanism, attach importance to developmental evaluation and pluralistic evaluation, and give full play to the real role of teaching evaluation.

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