

Research on Practical Teaching of Economics Major in Higher Vocational Colleges from the Perspective of Collaborative Innovation

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Abstract: With the rapid development of China's economy, social enterprises put forward newer and higher requirements for financial and economic professionals, forcing China's higher vocational colleges to make corresponding reform in the teaching of economic majors, especially the important practical teaching. In order to achieve the training goal of talents to meet the needs of current economic and social development, it is necessary to reconstruct the teaching mode from the perspective of collaborative innovation practice teaching system. Starting from the overview of practical teaching of economics major in higher vocational colleges, this paper analyzes various difficulties in the current practical teaching process, and discusses the promotion path of practical teaching of economics major in higher vocational colleges from four aspects of teaching system, teaching evaluation, teaching feedback and teaching base.

Keywords: Collaborative Innovation; Economics Major; Practical Teaching

Collaborative innovation has become a comprehensive quality that vocational college students must focus on in addition to learning professional skills. It is also one of the ways to enhance the employment competitiveness of vocational college graduates. In the face of the current new situation of the industry, the career orientation of economic majors is not specific enough. While paying attention to theoretical teaching, we must strengthen practical teaching, so as to improve the innovative thinking ability and practical operational skills of vocational college students to meet the needs of the new era of financial talents^[1].

1. Overview of practical teaching of economics major in higher vocational colleges

For economic majors in higher vocational colleges in China, practical teaching occupies an important position in the whole teaching, plays an important role in improving the comprehensive quality of economic majors, and is also the focus of teaching discussion for economic teachers in higher vocational colleges. In this regard, in recent years, educational scholars have increased the research on practical teaching of economic majors in higher vocational colleges, and gradually improved the theory, mode and system of practical teaching. However, there are still many irreconcilable contradictions in the specific implementation process, the most prominent of which is the operability and innovation of practical teaching, and there is still a gap between the current social demands for economic professionals. In order to train and transport high-quality economic professionals for social enterprises, the practical teaching system of higher vocational colleges should be based on the theory of collaborative innovation, closely follow the dynamic needs of industry development, and constantly strengthen the practical operation ability and problem-solving ability of higher vocational economic students.

2. The current difficulties faced by the practical teaching of economics major in higher vocational colleges

2.1 The teaching system is not perfect

Although most of the economic majors in higher vocational colleges have arranged practical teaching courses, there are

still some deficiencies in the curriculum system. Generally speaking, there is less integration of theory and practice between the two courses. Secondly, most of the economic majors in higher vocational colleges carry out practical teaching on campus. This kind of practice mode based on case discussion, experimental simulation and special research cannot really improve the students' comprehensive practical ability. In addition, some of the practical teaching teachers in higher vocational colleges are relatively weak, and the practical teaching facilities are backward, which restricts the improvement of the quality of practical teaching to a certain extent promote.

2.2 The evaluation system is not scientific enough

Scientific and reasonable evaluation system is not only a measure of students' learning effect, but also can help teachers adjust and optimize the teaching plan in time. However, the current evaluation system of practical teaching of economics major in higher vocational colleges lacks specific quantitative indicators, and there is no very clear evaluation direction, especially for the practical teaching carried out outside the school. It is understood that the learning evaluation of students majoring in economics in many colleges is still based on theoretical knowledge examination, the examination form is based on written papers, and the teaching evaluation of teachers majoring in economics is based on academic research, among which the practical learning of students and the practical teaching of teachers account for a relatively small proportion in the whole evaluation system^[2]. Moreover, this kind of practice teaching and learning evaluation is usually placed after the end of the course, and it does not pay more attention to the practice teaching process. Therefore, it is difficult to play the role of the evaluation system in the supervision and promotion of practice teaching.

2.3 The overall goal is not clear enough

Many higher vocational colleges divide the practical teaching of economic professional courses into one system stage, and each system stage gives specific teaching hours, teaching contents and teaching tasks. Teachers can only split the practical teaching contents of the whole economic professional courses, and students can only learn the corresponding contents in each system stage. This kind of task-based teaching mode will directly lead students to know only the learning objectives of each stage, but not the internal relationship and qualitative change between the objectives of each stage, and cannot stand in the overall height of practical learning, which is unfavorable to the self-development and career planning of students majoring in economics, and it is difficult to achieve the goal of talent training undertaken by practical teaching.

2.4 The curriculum is not reasonable

The courses of economics major in higher vocational colleges are divided into professional courses, basic courses and practical courses. Although there are many experimental and practical courses, they are lack of integrity. There are not many intersections between different disciplines, which are not conducive to the cultivation of students' comprehensive ability. Another problem is that more practical teaching design originated from the beginning of the curriculum. With the passage of time, the needs of enterprises have changed, and the society has put forward new requirements for economic professionals. Especially in the current era of collaborative innovation, the curriculum content design of many years ago has obviously lagged behind, which cannot meet the development needs of higher vocational students.

3. From the perspective of collaborative innovation, the practical teaching of economics major in higher vocational colleges is explored

3.1 Building a scientific practice teaching system

Under the background of collaborative innovation, higher vocational students are facing unprecedented employment pressure. The teaching focus of economic majors should gradually shift from theoretical teaching to practical teaching, and the whole practical teaching system should be reconstructed. The first is the division of teaching stages, which needs to transform the traditional school system into three stages of exploration, development and maturity. According to the teaching objectives of each stage, the corresponding teaching plan is formulated. The second is the formulation of teaching content, which needs to update the relatively backward teaching materials according to the development trend of the current market industry, and increase the corresponding theoretical explanation in the practical experimental operation teaching, so as to organically integrate the theory and practice, which is convenient for students to absorb and understand. At the same time, it can make full use of the advantages of internet teaching to transform the traditional chapter teaching into project task-based teaching, giving full play to students' subjective initiative to participate in practical learning.

3.2 Optimizing the diversified teaching evaluation system

The traditional single summative evaluation method cannot objectively and truly feedback the teaching and learning effectiveness of teachers and students. Therefore, higher vocational colleges should optimize the teaching evaluation system of practical courses for economics majors. First of all, the teaching evaluation of teachers should be divided into two parts: theoretical teaching and practical teaching. In addition to the assessment items of academic papers, the practical assessment items should also be added. Secondly, in addition to the written examination results, the students' learning status, ability to analyze and solve problems, practical skills and innovation ability in the process of practical learning should also be added to the students' learning assessment. Teachers can set up the integral system according to the specific characteristics of the curriculum to comprehensively evaluate the students.

3.3 Adjusting the appropriate teaching stage feedback

From the perspective of collaborative innovation, the practical teaching process of economics majors needs timely feedback, so as to promote the adjustment and reflection of teaching and learning. Therefore, the traditional teaching feedback cycle is at the end of the semester, adjusted to a week or each teaching stage. This timely periodic feedback can present all kinds of problems in the previous stage of teaching as soon as possible, give teachers and students enough time to adjust and optimize, and enter the next stage of practical teaching in a better state, in order to achieve better practical teaching effectiveness.

3.4 Building a perfect practice teaching base

Practical teaching base is an important place to carry out practical teaching, which is generally divided into campus practice teaching base, including experimental training room, simulation operation room, simulation practice room, etc., and off campus practice teaching base, including practice teaching center, enterprise internship, etc. At present, the practice teaching of economics major in higher vocational colleges mostly relies on the practice teaching base on campus, and the environment construction of practice teaching base in some colleges is not perfect, so it is urgent to increase capital investment and improve the relevant hardware and software facilities. Higher vocational colleges should actively expand off campus practice teaching bases, reach school enterprise cooperation agreements with more enterprises, and strive for more enterprise practice learning opportunities for students.

4. Conclusion

To sum up, the importance of practical teaching of economics major in higher vocational colleges is becoming increasingly prominent. However, due to the long-term influence of the traditional teaching mode of emphasizing theory over practice, there are many problems, such as the teaching system is not perfect, the evaluation system is not scientific, the overall goal is not clear, and the curriculum is not reasonable. In this regard, in order to effectively solve these practical difficulties in teaching and promote the reform and development of practical teaching, we must adopt effective strategies, optimize and adjust the whole practical teaching system and evaluation system, in order to timely follow up the phased teaching feedback, increase the construction of practical teaching base in school, and actively expand the cooperation between enterprises outside school, as well as strive for more opportunities for students for practical learning outside school, to improve the comprehensive practical ability of higher vocational economic students.

References

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