

Application of Case Teaching Method in International Trade Practice Teaching

Mei Zhao

Xinjiang Institute of Engineering, Urumqi 830000, China.

Abstract: International trade practice is a highly practical course. Case teaching can play a guiding and enlightening role in teaching, and integrate scattered professional knowledge comprehensively. In the process of teaching, teachers should pay attention to the selection of cases, choose appropriate classroom teaching opportunities to express cases, and encourage students to participate in case teaching discussion, thus stimulating the classroom atmosphere, improving learning efficiency, and applying basic knowledge to practical problems. This paper expounds the practical application of case teaching method in international trade teaching, hoping to help teachers better solve the relationship between basic theory teaching and case teaching.

Keywords: Case Teaching; International Trade; Practical Teaching; Application Research

1. Introduction

International trade practice is a major course of international practice and other majors. It is a comprehensive course with strong foreign characteristics. It is also the specific application of strategic guidelines, current policies, laws and professional knowledge, which has strong practical ability. In view of this, it is very important to apply efficient teaching strategies and students' learning interests to achieve the learning effect of international trade practice, and case teaching method is one of the best methods. The teacher selects an efficient case teaching method, constructs some practical activities in the operation process, enlightens students' thinking, and helps stimulate students' practical ability in international trade practice.

2. The practical significance of case teaching method to international trade practice teaching

2.1 Improving students' application of basic theoretical knowledge

In the training of talents, many colleges and universities have inherited the traditional teaching methods. The teacher talks with confidence in class, and the students take notes in a hurry in class. It is difficult for students to integrate the knowledge they have learned in class. The application of case teaching method in the classroom teaching of international trade practice, according to specific cases, can teach students through specific cases, so that students can understand specific behaviors, the book knowledge can be better integrated, and students can get relevant basic knowledge when dealing with case problems, so as to effectively connect various stages to produce a complete basic knowledge management system for students to practice.

2.2 Cultivating students' ability to analyze and solve problems

The course content of international trade practice is theoretical and enforceable. Adhering to the traditional theoretical teaching method can not stimulate students' enthusiasm for learning, which is not conducive to the shaping of students' practical ability. The application of case teaching method in the teaching process of international trade practice can enhance the application of teaching classroom. The teacher puts forward a case to the students, asking them to think about and analyze the case in detail in the classroom teaching, or asking them to bring the problems in the case into the classroom teaching to learn the subject.

We can apply the basic knowledge to cases and conduct an all-round case analysis. In case teaching, students can think deeply, independently, and clearly put forward their own ideas, which can well shape students' ability to think independently

and solve problems independently. At the same time, students can treat the same problem from different levels, see the two sides of things, and arouse students' enthusiasm for this subject.

3. The practical application of case teaching method in the teaching process of international trade

3.1 The application of case teaching method in the period of preparing lesson plans

3.1.1 Teacher preparation

The choice of cases is crucial. To be successful in classroom teaching, teachers should first pay attention to the selection of cases. When selecting cases, teachers should firmly grasp the course content and select cases that are symbolic and targeted and suitable for students' current cognitive level. For example, when teaching the professional knowledge of "anti-dumping", we can choose the case of "EU countries' anti-dumping case against China's solar power generation". This is also the largest commercial lawsuit in China so far, which is worth discussing. After selecting cases, teachers should design questions according to the cases. Designing questions can correctly guide students to think about cases and get appropriate views. For example, in the case of anti-dumping, be able to design solutions to various problems. 1) Does the EU anti-dumping case against China's solar power generation have any impact on China's power industry? 2) What kind of adverse effects can EU countries' trade anti-dumping cases against China have on the lives of EU people; 3) What countermeasures have the Chinese government and companies implemented in the EU countries' trade anti-dumping cases against China? 4) How to solve the trade anti-dumping cases against China by EU countries? What inspiration does it bring to China's export-oriented enterprises? According to the interpretation of the above issues, it summarizes the concept of anti-dumping, the implementation standards, the current situation, factors and preventive measures of anti-dumping in China at that time. In addition, teachers should scientifically arrange the time for classroom discussion of case teaching so as to master the teaching plan.

3.1.2 Student preparation

The case selected by the teacher should be printed out to the students one week in advance, so that the students can have sufficient preparation. In the case teaching process of international trade, attention should be paid to the construction of teaching environment. Therefore, students are generally divided into groups, with about 7-8 students in each group. The criteria for grouping can be based on the students' subjectivity. For example, teachers can adjust the group members according to the students' gender, personality, ability, etc. Team members should play different roles, such as group leader, recorder and speaker. After obtaining the case, students should carefully read the case, collect information, analyze and discuss the case. The students list the outline according to the case materials to ensure the quality of classroom teaching.

3.2 Application of case teaching method in teaching discussion period

In the application link of case classroom teaching, teachers should abandon the traditional education concept, fully use the initiative of students, and return the course content to students completely, in order to make students change from passive absorption to active participation, and make teachers become decision-makers and planners of all teaching activities. In the classroom, teachers set questions according to the content of the case, correctly guide and question the students' statements in the case from easy to difficult, and appropriately manipulate the classroom atmosphere to prevent students from wandering. In addition, before commenting on students, the teacher asked other students to analyze and summarize. When dealing with case problems, we can strengthen innovation, train students' divergent thinking, guide students to treat the same problem from all aspects and formulate different solutions.

4. Countermeasures for improving the effectiveness of international trade practice case teaching

Influenced by examination oriented education in China, college students lack enthusiasm, inquiry and innovation ability in learning. At the same time, because the number of common cases of international trade practice is small, case teaching in the university teaching process has received very little attention. In the face of this situation, the following preventive measures are clearly proposed by integrating practical teaching.

4.1 Improving the screening of international trade practice cases

Case writing is a relatively basic work. Harvard University in the United States spends a lot of teaching staff to do case studies every year. Teachers are required to prepare at least 20 to 30 cases in advance for the new class. Basically, they are im-

portant "stories" and core data including examples, which have certain educational significance. After establishment, it is stored in the "database system" and can be accessed at any time for classroom teaching. Therefore, when selecting cases, attention should be paid to both the total number and details. On the other hand, most of the better case materials are from the international trade practice industry. Teachers must obtain the latest case materials in practice through various ways. Alternatively, relevant teachers can be sent to foreign trade companies to actively associate with foreign trade companies and strengthen contacts with foreign trade enterprises to obtain the latest case information; We can also collect a lot of practice and college graduates in export trade, and collect the latest case data information. On the other hand, the selected cases must not only conform to the curriculum objectives of the international trade practice discipline, but also highlight the most basic knowledge system in the curriculum content, which is conducive to students' reading and appreciation, discussion, and more profound reflection, and draw inferences from one instance.

4.2 Case selection should be based on students' characteristics and pay attention to timeliness

Students majoring in finance should learn the subject of international trade practice. When selecting cases, they should understand their professional background and choose cases according to the specific characteristics of students with different professional backgrounds. First, teachers must master the difficulty of cases. If the case is very difficult, students will be difficult to analyze due to lack of basic knowledge; If the case is too simple, the answer will be clear without discussion, which will make students tired. Secondly, the choice of cases should be close to the students' environment, so that students can understand. If students have more knowledge of the case, they will be interested in participating in the discussion, which will ignite students' curiosity. Finally, we should pay attention to the timeliness of the case. Because of the rapid development of practical knowledge of international trade, for example, the implementation of Incoterms 2010 began in 2011, and the case of the previously prepared Incoterms 2000 is no longer available.

5. Conclusion

To sum up, the case teaching method requires teachers to invest a lot of time, energy and effort, and also requires teachers to be creative and innovative. However, in the classroom, students are open-minded and can participate in discussion and exchange at any time. Having experienced a process of "understanding by analogy and drawing inferences from one instance to another", they can not only master the laws, professional skills, methods and ideas of cases in essence, but also can be used in other similar places, from theoretical knowledge to social practice. The classroom atmosphere using case teaching method is more relaxed and pleasant, which can also stimulate students' ideas to the greatest extent, stimulate students' innovation spirit, and obtain more knowledge.

References

- [1] Xu W. Application of case teaching method in international trade practice teaching [J]. Invention and innovation (vocational education) 2019;(11):50.
- [2] Cheng C, Wang Y. Application of case teaching method in international trade practice teaching [J]. Journal of Huangshan University 2018;20(02):117-121.