

Teaching Practice of Cross-Professional Comprehensive Training Course in Economics and Management based on Project-Driven Teaching

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Abstract: The inter-professional comprehensive training course of economics and management, as a course for students majoring in economics and management in the final stage of undergraduate course, plays a vital role in helping students consolidate theoretical knowledge and skills. The project-driven teaching model is student-centered, which can effectively drive students to complete learning goals and strengthen students' independent learning ability and practical ability. Accordingly, this article takes the economics and management cross-professional comprehensive training course as an example, starts with project-driven teaching and focuses on students' acquisition of knowledge, skills and emotions. Under the practice of simulating business operation, students can better master theoretical knowledge and skills.

Keywords: Project-Driven; Comprehensive Training Courses; Teaching Practice

Introduction

The training of talents in colleges and universities mainly falls into two categories: research-oriented and application-oriented. Application-oriented colleges and universities mainly focus on social needs and professional industry characteristics to set up relevant practical training courses. At present, there are mainly three types of practical training courses in colleges and universities. The first one is the practical training course offered in a single course, which is specially designed for the relevant knowledge points. The other one is a kind of comprehensive practical course, which combines many courses in the major. The third type of practical courses is more comprehensive, such as practical training courses that integrate multiple majors in economics and management.

In order to strengthen the cultivation of applied professionals, colleges and universities generally offer comprehensive practical training courses in the sixth or seventh semester of the undergraduate stage. In addition, when colleges and universities set the content of practical training courses, they will start from improving students' employment capacity.

1. Characteristics of interdisciplinary comprehensive training courses in economics and management

The economics and management cross-professional comprehensive training course is offered in the seventh semester of the undergraduate course, which integrates the theoretical knowledge and skills related to accounting, finance, international trade, and business administration. As the last practical training course for students majoring in economics and management, this course needs to be closely integrated with social needs.

This course requires students to simulate business operations, make various business decisions around business results, and be responsible for business results. During the simulated business process, students need to comprehensively apply various professional knowledge for analysis, such as accounting, bank supervision, macro-environment analysis, and corporate organizational structure design. Course teaching practice activities should start from promoting students' employment on the one hand, and start from stimulating students' motivation on the other hand.

2. Current status of project-driven teaching research

Project-driven learning is a model that advocates independent inquiry and strengthens students' practical ability and active learning ability^[1]. In the process of project-driven teaching, teachers first determine the course objectives, and then design a complete work project. By breaking down the course objectives layer by layer. Finally, students learn theoretical knowledge and master relevant skills through project practice^[2]. Project-driven teaching highlights student-centeredness, encourages students to actively learn and practice on the basis of teamwork, and enhances students' interest. In the project-driven model, teachers can take the teaching the four elements of "situation, collaboration, conversation, and meaning construction" as the overall framework. In this mode, teachers should run through the teaching concepts of project orientation, teacher guidance, and student-centered in all aspects of teaching.^[3]

In today's society, the demand for business interdisciplinary talents is particularly important. Introducing the project-driven teaching model in comprehensive training courses can integrate knowledge and social needs into classroom teaching. The knowledge goals, ability goals and emotional goals cultivated by students are used to organize teaching activities. Through these teaching activities, the teaching evaluation mechanism and teaching effect can be efficiently improved.

3. Teaching practice of project-driven cross-professional comprehensive training course in economics and management

The objectives of the comprehensive practice course are composed of decomposed program groups. The program groups run through the course of the comprehensive practice course. Guided by the project, students start from the practical requirements of the project, learn relevant theoretical knowledge in depth and demonstrate the theoretical knowledge through practice. Accordingly, the following article will take the economics and management cross-professional comprehensive training course as an example, expound the three aspects of pre-class teaching design, course teaching implementation and course teaching assessment process.

3.1 Pre-class instructional design

The economics and management cross-professional comprehensive training course focuses on simulating business operations. Meanwhile, the goal of business operations is to maximize the profits of their enterprises. During the simulated business process, students need to conduct business analysis and decision-making from various angles such as the supply, production and sales of the enterprise. The setting of the course project needs to start from the students' knowledge accumulation and practical work needs, and at the same time consider the project difficulty and workload that the students can bear during the course teaching cycle. Based on this, teachers design course projects according to the business rules of the enterprise (as shown in the figure below). While completing these projects, students can understand the business process and consolidate relevant theoretical knowledge and skills.



Figure 1 Curriculum program group

3.2 Course teaching implementation

Students obtain business results through simulated business. On one hand, they benefit from their mastery of professional knowledge and skills. On the other hand, their benefit comes from the cooperation among team members. Under project-driven teaching method, teachers need to build a three-in-one course teaching implementation framework among theoretical knowledge introduction, project-driven teaching and practical teaching feedback. First of all, teachers help students consolidate the knowledge and skills they have learned through online theoretical video teaching and offline skill practical teaching. Then, students carry out practical activities driven by the project, the team completes the business

decision-making, and the teacher tracks the project implementation in real time during the process. Finally, students conduct self-evaluation after completing the project practice, and the teacher makes comments from the sidelines, analyzes their existing problems and makes suggestions.

3.3 Course Teaching Assessment

The implementation of project-driven teaching makes students more involved in the course. Therefore, the assessment method of this course is a combination of teacher's evaluation, student's self-evaluation and students' mutual evaluation. The evaluation content includes four parts: attendance and classroom performance, previous course learning, project implementation situation and course practice report. Through self-evaluation and mutual evaluation, students have a clearer understanding of their own practice results. Simultaneously, through the project practice of the course, they can successfully clarify their own shortcomings in theoretical knowledge learning and skill mastery.

4. Conclusion

With the continuous development of the economy and society, the compound demand for the cultivation of business talents is becoming more and more prominent. Under this background, it is particularly important to actively implement the teaching reform and practice of economics and management training courses. Under the project-driven teaching mode, students have improved their autonomy in learning and enthusiasm for practice. At the same time, the team attributes of project implementation have also enhanced students' sense of teamwork and promoted their all-round development. At the same time, project-driven teaching method has also played a greater role in helping teachers in teaching. Teachers can find students' weak points and answer questions in time. Therefore, in the process of project-driven course teaching implementation, the information interaction formed between teachers and students enables teachers to continuously improve the course implementation process, continuously improve teaching content and methods, and continuously improve teaching quality.

References

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