

Thoughts on the Construction of Economics Major in Colleges and Universities in the Era of Digital Intelligence

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Abstract: Under the background of digital intelligence, the construction of economics major in colleges and universities should be further optimized. Teachers should actively introduce new construction concepts and teaching methods, so as to better arouse students' interest, strengthen their understanding and application level of economics professional knowledge, and improve the teaching effect. As a popular teaching aid, Internet technology can greatly enrich the content of the construction of economics major in colleges and universities, broaden the path of education, and help college students achieve more perfect development. In view of this, this paper will analyze the construction of economics major in colleges and universities in the era of digital intelligence, and put forward some strategies for your reference.

Key words: Digital intelligence; Economics major in colleges and universities; Construction thoughts

1. Analysis on the background of the construction of economics major in colleges and universities in the digital intelligence era

1.1 The State advocates informatization reform

In the document 《Guidance on promoting the development of "Internet + Education"》, the Chinese government further deepened and refined the importance of informatization teaching, and pointed out the way forward for the follow-up informatization education reform. In addition, with the continuous improvement of the digital network teaching platforms, it has also laid a solid and profound foundation for the optimization of the construction of economics major in colleges and universities under the background of digital intelligence.

1.2 Powerful digital campus construction

At present, colleges and universities at all levels in China have carried out the construction of digital and intelligent campus, and achieved preliminary results. In teaching, high-quality network environment and hardware can provide strong support for teachers to carry out professional construction, which is also an important part of enhancing the confidence of education reform.

1.3 Improvement of online teaching level

In the past two years, our colleges and universities have widely used superstar Fanya, lanmoyun and other platforms to carry out education and teaching, and have created a considerable number of high-quality online courses, which provides a very rare opportunity for the follow-up construction of information technology specialty and further enhances the feasibility level of specialty reform.

2. The significance of the construction of economics major in colleges and universities in the digital intelligence era

2.1 Help to enhance the appeal of the course

In the context of digital intelligence, by carrying out the construction of economics major in colleges and universities, we can more effectively introduce Internet resources into the classroom of economics major, so as to effectively enrich professional education resources, which is of great significance to improve the teaching effect. In addition, building a more intelligent specialty can also effectively enhance the appeal of economics professional knowledge to college students, making them more active and actively participate in the exploration and learning of professional knowledge. At the same time, the introduction of Internet technology into the classroom of economics major in

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colleges and universities can greatly enhance the interest of the teaching process, and enable college students to have a more intuitive and in-depth understanding of the economics professional knowledge they have learned, which plays an important role in promoting their learning interest and application ability.

2.2 Help to improve the timeliness of teaching

In the context of digital intelligence, teachers should ensure the effective implementation of teaching content when carrying out the construction of economics major in colleges and universities, so that college students can more fully understand the knowledge content, help them form good professional quality and professional ability, so as to achieve the teaching goal of “knowledge is digested in class”. Therefore, we should be good at using the Internet to optimize the form and process of the construction of economics major in traditional colleges and universities, so as to continuously enhance the timeliness and interactivity of the education of economics major, and help them make more rational and efficient use of network resources and actual cases, which plays an important role in improving the effectiveness of the construction of economics major in colleges and universities.

2.3 Help to improve teaching flexibility

In the past teaching work, teachers carried out in the way of indoctrination, which could easily lead to resistance, boredom and other psychological problems of college students, which is not conducive to their better grasp of economics professional knowledge, and it is difficult to meet the social demand for talents under the background of digital intelligence. The reasonable application of Internet technology in the construction of economics major can greatly enhance the teaching flexibility of economics major and better attract college students to participate in classroom learning. In addition, the application of Internet technology to the classroom of economics major can effectively expand the teaching content and form, help college students create a learning platform across time and space, make their learning process more flexible and efficient, and greatly improve the effect of the construction of economics major.

3. Analysis of the current teaching situation of economics major in colleges and universities

3.1 Solidification of teaching modes

At present, many university teachers fail to introduce a new teaching mode when carrying out the education of economics major. In the classroom, they still focus on the explanation of the theoretical knowledge of economics major, and rarely carry out analysis and research in combination with actual cases and enterprise projects, which will greatly hinder the improvement of college students' understanding of economics professional knowledge. It is not conducive to their subsequent employment and actual work. In addition, in terms of teaching content, the textbooks used by some colleges and universities are not updated in time, which leads to the difference between the knowledge learned by many college students and the actual needs of enterprises, so that students' learning is not used by enterprises.

3.2 Enterprise cooperation is not active

Under the background of digital intelligence, if we want to improve the effect of the construction of economics major in colleges and universities, enterprises must deeply participate in it. However, in the actual construction of economics major, many enterprises are not willing to accept internships from college students to enterprises. The main reasons for this problem can be analyzed from two aspects: First, the lack of knowledge application ability of college students. Under the traditional education mode, some college students have limited mastery of economics professional knowledge, which leads to the fact that they are often at a loss when faced with some practical problems in enterprises, which affects the operating efficiency of enterprises. Second, the professional quality is not high. At the present stage, most students grow up in a better environment. Facing problems they lack the necessary resilience and often shrink back and fear difficulties, which will increase the time and cost of talent cultivation of enterprises. Under the influence of these two factors, many enterprises have little enthusiasm to participate in the professional construction, which has greatly affected the effect of the construction of economics major in colleges and universities under the background of digital intelligence.

3.3 Teachers are weak

At this stage, when recruiting teachers majoring in economics, many colleges and universities often focus on the applicants' academic qualifications, and pay insufficient attention to their economics professional knowledge reserves, practical teaching ability, understanding of the industry and other factors. In addition, at present, few economics professional teachers can understand the market situation in depth. They have insufficient understanding of some commonly used software, problems and technologies in current enterprises, which will virtually increase the difficulty of economics professional construction and is not conducive to the improvement of professional construction effect.

4. The resistance to the construction of economics major in colleges and universities in the digital intelligence era

4.1 Insufficient level of information technology

At present, many teachers begin to try to apply information technology in the daily construction of economics major, but the actual

application effect is not ideal, and there are few breakthroughs in the content and process of the construction of economics major. The reason is that many teachers do not have the corresponding information technology knowledge. If they want to carry out high-quality professional construction, teachers should not only master the corresponding economics professional knowledge, but also have certain information technology. Due to the insufficient level of information technology, many teachers will virtually consume a lot of time and energy when dealing with online resources, which hinders the application effect of information technology in the construction of economics major in colleges and universities.

4.2 Heavy teaching tasks

In order to better meet the personalized needs of college students, teachers should ensure the diversification of courseware production when applying information technology to the construction of economics major in colleges and universities. Therefore, teachers need to spend more time collecting educational content related to teaching content before making teaching video, which is a large project that requires teachers' full cooperation. However, many economics teachers in colleges and universities need to undertake more and more class hour tasks and administrative tasks, which makes it difficult for them to adhere to the teaching task when carrying out the construction of online resources.

5. The construction strategies of economics major in colleges and universities in the digital intelligence era

5.1 Stimulate students' interest by introducing micro lessons

In the context of digital intelligence, when we carry out the construction of economics major in colleges and universities, we should pay full attention to the pre-class introduction link, so as to lay a solid foundation for the follow-up work. Generally speaking, high-quality classroom introduction can help college students focus their attention from recess activities to professional knowledge learning faster, which is of great significance to improve their learning efficiency. In the past, few teachers paid enough attention to the pre-class introduction link in the construction of economics major. They usually let college students look through the textbooks before class, so that they can have a basic understanding of the theories and concepts in the textbooks, and then started the teaching work. This way can not guarantee that college students will fully focus on the teaching content at the beginning, which will affect the effect of education invisibly. Therefore, we can make full use of information technology to play some interesting micro lessons for college students before class, so as to more effectively arouse the curiosity and exploration desire of college students, so as to lay a solid foundation for the follow-up teaching work.

For example, during teaching, in order to better arouse college students' interest in learning professional knowledge, we can download some actual cases of enterprises on the network, and then integrate these textbook cases into the micro class through animation, pictures and other methods, and play them for college students before class. By watching micro lectures, college students can more efficiently shift their attention to classroom knowledge learning, which plays an important role in stimulating their interest in learning.

5.2 Introduce media video to enrich teaching content

Through in-depth analysis of the teaching materials for economics major in colleges and universities, we can find that many contents in the teaching materials have strong abstract characteristics. In addition, due to the limitation of the length of the teaching materials, the introduction of some knowledge points is not perfect, which will virtually hinder the formation of a good professional knowledge system for college students. At the same time, in the past, few teachers can reasonably use information technology to assist in the construction of economics major, which is not enough for the introduction of high-quality educational resources on the network, which is extremely disadvantageous to improve the effect of professional construction.. Therefore, when we apply information technology to the construction of economics major, we can try to use the power of media video, find some video resources related to teaching content from the network, and present them in front of college students with the help of multimedia equipment, so as to further expand the content of professional construction.

In order to enhance the understanding of college students at different levels on the professional knowledge of economics, we can divide college students into different levels before selecting video resources, so that media video can play a greater role in professional construction. The introduction of media videos that meet the learning needs of college students can greatly enrich the content of professional construction and make their professional knowledge system more perfect and reasonable, which plays an important role in promoting college students to learn deeper economics professional knowledge.

5.3 Build self-study platforms and cultivate self-study habits

In order to further improve the effectiveness of the construction of economics major, we should pay attention to the cultivation of college students' self-study ability. By guiding college students to form good autonomous learning habits, they can more effectively participate in knowledge preview and review, which plays an important role in enhancing their mastery and application of professional knowledge. However, in the past construction of economics major, few college students were able to carry out more efficient autonomous learning. The reason is that they lack an effective autonomous learning platforms. In the past, it was difficult for college students to solve all kinds of problems at the first time when they carried out independent knowledge learning, which would not only affect their self-study efficiency, but also have a great adverse impact on their self-study confidence, thus hindering the formation of their good self-study habits.

In view of this, we can combine with the actual situation of our university and use information technology to create a more efficient and reasonable way of self-study for college students. By creating an online self-study platforms for them, we can help college students solve the problems encountered in the process of self-study more efficiently and timely. When college students encounter bottlenecks in learning professional knowledge, they can upload the problems they encounter to the online self-study platforms, and then solve the problems with the help of students and teachers, so as to ensure the smooth development of the follow-up self-study work and improve the construction effect.

5.4 Carry out reasonable teaching evaluation and solve teaching problems

Before carrying out teaching evaluation, we can divide into groups according to the different characteristics of college students, so as to ensure the objectivity, effectiveness and pertinence of teaching evaluation. For example, for those college students with poor basic knowledge, when we evaluate them, we should take the basic theoretical knowledge as the main test content. For ordinary college students, our evaluation can start from two levels, one is the theory of economics major, and the other is the mastery skills in economics major. These college students should master some basic learning skills of economics major while mastering the basic theoretical knowledge of economics major, and ensure that they have enough time to learn extracurricular knowledge every week, so as to meet the professional learning needs of college students in economics major. For those students with solid foundation and high comprehensive level in economics, we should not only investigate and evaluate their professional theories and skills, but also put forward higher requirements to encourage them to constantly breakthrough themselves and improve their comprehensive ability.

Summary

To sum up, if we want to improve the construction effect of economics major in colleges and universities in the era of digital intelligence, we can stimulate students' interest by skillfully introducing micro courses; introduce media video to enrich teaching content; build self-study platforms and cultivate self-study habits; carry out reasonable teaching evaluation, solve teaching problems, and then promote the construction quality of economics major in colleges and universities to a new height in the digital intelligence era.

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