

## Teaching Mode of Economics and Management Specialty in Higher Vocational Education under the Background of "Internet +"

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**Abstract:** The modernization of the country has opened a new era. The "Internet +" national strategy has penetrated into various areas of people's livelihood and is facing many changes in the new situation. The management teaching model and teaching methods under the background of "Internet +" have also undergone tremendous changes. New models of economics and management teaching in the background of "Internet +" such as MOOC, mobile APP, WeChat and so on are emerging endlessly. They have broken the traditional classroom management teaching model and reorganized the space-time relationship of management teaching. It is necessary to explore the new development ecology of higher vocational economic management under the background of "Internet +" to adapt to the changes in the needs of students and society in all aspects. In this regard, the study of this article has very important practical and theoretical significance. This paper analyzes the unique advantages and existing problems of the new model of economics and management teaching under the background of "Internet +" through modern online MOOC, mobile APP, WeChat and other new teaching modes, and proposes corresponding solutions. It is hoped that talents in the field of economic management can keep pace with the times, make full use of network technology to quickly optimize traditional teaching models, improve teaching efficiency, and cultivate more and more economic management talents for the country.

### 1. Introduction

The continuous improvement of Internet information technology requires better application networks of all walks of life in society, and constantly improves its ability to use multimedia information technology equipment. Of course, higher vocational management teachers are no exception [1-2]. First of all, in order to better carry out the study of economics and management, teachers must be proficient in using various multimedia techniques related to teaching [3]. At the same time, it should also have certain innovation capabilities, multimedia software editing capabilities, multi-party collaboration capabilities, organization and publicity capabilities, etc. "Internet +" imposes a higher and clearer era requirement on higher vocational management teachers invisibly [4].

So far, the Internet has penetrated into various areas of work and life [5]. Relying on the superior resources of the Internet, new teaching modes such as MOOC, mobile APP, WeChat, etc. have emerged in the form of economic management teaching, and related economic management teaching practice and theoretical research have also slowly developed [6-7]. Schools should make reasonable use of the new model of economics and management teaching under the background of "Internet +", enrich classroom content, improve teaching quality, analyze the new economics and management teaching mode, put forward new requirements, and open up a broad path for future development of economics and management teaching [8].

With the progress of society and the development of the times, the management teaching model and teaching methods under the background of "Internet +" have undergone tremendous changes [9]. This article investigates and studies on the basis of excellent cases such as Mu class, Niuban APP, China Economic Management WeChat Exchange Group, which are popular on the Internet today, and combines economic management class teaching with the application of network technology. A

comparative analysis of the functions and characteristics of online teaching [10]. The purpose is to provide a valuable reference for the reform and innovation of traditional economics and management teaching, especially college economics and management teaching, and advance with the times through in-depth research on the new model of economics and management teaching. Improve the efficiency of economic management teaching and cultivate more and more economic management talents for the country.

## **2. Proposed Method**

### **2.1 The Advantages of the New model of Economics and Management Teaching under the Background of "Internet +"**

The era of media and information has brought new topics and challenges to economics and management teaching. Modern teaching methods have been used to increase students' initiative in learning economics and management, and the development of economics and management teaching has entered a new stage. This article combines the characteristics of students' learning and management and the current teaching situation, and puts forward the advantages of the new teaching mode under the background of "Internet +", so as to achieve high-quality classroom teaching of economics and management and further improve the students' standards. The specific advantages are reflected in the following points:

#### (1) Conducive to the cultivation of autonomous learning ability

Under the background of "Internet +", MOOC, mobile APP, WeChat and other economic management teaching modes have greatly enhanced students' motivation for independent learning. The main reasons are the openness and zero threshold of management teaching resources, the prominence and pertinence of online courses, the learning needs and interest of learners.

##### 1) Openness and zero thresholds of teaching resources

The new model of economics and management teaching under the background of "Internet +" such as modern online MOOCs, mobile apps, WeChat, etc. breaks the monopoly of economics and management teaching, and gradually transforms economics and education from higher education and system education to mass education and universal education. Under the "Internet +" background, the threshold for learning management is slowly lowering. Whether you are a professional or non-professional management enthusiast, if you are interested in management, as long as you have a computer or a smartphone that can connect to the Internet You can freely search for the economic management courses you need, so as to conduct independent learning. For the management students of some ordinary colleges, no longer subject to the limitations of teachers and teachers, they can find the network management teaching resources they need through the Internet to conduct independent learning, which maximizes the interest of students in learning management. Enhance the motivation of students to learn independently.

##### 2) Learners' needs and interest in learning

Demand is the main driving force for learning. "Interest is the best teacher". Under the background of "Internet +", under the guidance of needs and interests, learners use the advantages of the Internet to search for what they need or Interested management and management teaching resources are classified and selected for learning. This is more enthusiasm and initiative than the pressure-filled and compulsory teaching method in the actual management teaching classroom, and it can also improve the motivation and effect of learning. It should be said that learners' needs and interest in learning are the main motivation for learners to conduct online learning. Therefore, the need and interest of learners play an important role in promoting the cultivation of students' autonomous learning ability.

##### (2) Facilitate the use of teaching time and space

The main feature of economic management teaching under the background of "Internet +" is the autonomy of learning. Learning through network courseware and video resources, without being limited by time and space, allows excellent economic management teaching resources to be shared. The teaching model of economic management under the background of "Internet +" is to extend the

traditional economic management class in time and space again, and has the following advantages:

1) Network management teaching increases the flexibility of teaching time

Due to the particularity of economics and management disciplines, further communication with teachers and other students is carried out in the form of network teaching such as MOOC, mobile APP, and WeChat and so on. If you encounter difficulties in the process of learning management, you can learn through network management teaching anytime, anywhere, thereby improving students' flexibility in learning management.

2) Network management teaching breaks through the geographical limitation of classroom teaching

As long as you master the network technology, the network management teaching can be carried out anywhere. Students can arrange their own learning progress at any place and at any time according to their actual conditions and needs.

## **2.2 Helps to Expand the Horizon of Learning**

Under the background of "Internet +", new management teaching models such as MOOC, mobile APP, WeChat, etc. are helpful to expand the horizon of teachers and students and achieve the goal of common progress. Mainly reflects in:

(1) Understanding the latest developments

Due to the lack of access to external information, traditional economics and management teaching binds the knowledge, thinking, and skills learned by students in the same framework. Students only learn from a unified knowledge of economics management textbooks, or the explanations of economics management teachers. After learning the knowledge of management theory and learning singing skills, it will inevitably fall into the misunderstanding of "frog in the bottom of the well". In the context of "Internet +", the emergence of new modes of economics and management teaching such as MOOC, APP on mobile, WeChat, etc. has changed the traditional knowledge structure of economics and management teaching, broken the narrow way of thinking and improved the effectiveness of economics and management learning. It enables students to understand the latest developments in this subject, so that their professional knowledge level is always at the forefront of the professional field of this subject.

(2) Learn the latest ideas

Due to the fixed teaching information, traditional teaching instills the old book knowledge into the students according to the original text, and can't get into the latest ideas. Under the "Internet +" background, the new management teaching model can instill the latest teaching concepts into students' minds through Mu class, mobile APP, WeChat, etc., so that the students' thinking will always be at the forefront of the times. As for backward obsolescence. Under the background of "Internet +", MOOC, mobile APP, WeChat and other new management teaching models allow students to learn the latest concepts, arm their minds, activate their own thinking, and expand their horizons with new concepts. Thereby, it has a certain role in promoting the improvement of students' management and singing skills and the enhancement of singing level.

(3) Facilitate the sharing of learning resources

If you want to share excellent educational resources, you must break the monopoly of such educational resources, and the relative fairness of excellent management and teaching resources. The emergence of a new model of economics and management teaching under the background of Internet + "such as MOOC, mobile APP, WeChat, etc. has narrowed this" knowledge gap "in education. The new model of economics and management teaching, such as APP, WeChat, etc., enables excellent economics and management teaching resources to be shared by the whole society. It enables students from different groups and different levels to benefit from online teaching resources. Students' singing level is beyond the reach of traditional economic management classroom teaching. Therefore, the emergence of new economic management teaching models such as MOOC, mobile APP, WeChat, etc. under the background of "Internet +" has achieved the sharing of excellent teaching resources. It is conducive to the sharing of learning resources among different student groups.

To sum up, the teaching modes such as MOOC, mobile APP, WeChat and so on are an important part of the current management and teaching resources under the background of "Internet +". The new economics and management teaching mode provides a form of free economics and management classes for everyone who can access the Internet and own a smartphone, turning the dreams of economics and management enthusiasts into learning with top economics and management masters. According to the characteristics of China's economic management education, analyze the development of the new economic management teaching model under the background of the emerging "Internet +", timely adjust the traditional economic management teaching model, absorb the best part, and discard the undesirable part.

### 3. Experiments

#### (1) Literature data method

Searching and retrieving the current financial management characteristics of domestic and foreign vocational colleges through the Internet, analyzing relevant research data and summarizing on this basis, you can understand the basic status of the highest professional financial management in the current network development process; learning from others' research experience, Provide a theoretical basis for the research of this subject.

#### (2) Questionnaire survey method

The research on this subject requires statistical data on the status of vocational management courses and Internet access for vocational students, so a questionnaire survey was conducted on most students in yunnan Vocational Education Center to analyze the current status of vocational education and management and vocational students. Internet access, and provide the primary information for studying the problems existing in the teaching of economics and management in higher vocational colleges. And take the way of investigation and research to obtain relevant data, and provide reference for the research of this article.

### 4. Discussion

#### 4.1 Manage Classroom Experience

In the context of the "Internet +" era, the sense of experience is increasingly valued by people, and users with a good sense of experience will pay for the product. As a student, the classroom experience also directly determines the effectiveness of the student's learning in a particular course. The results of the survey are shown in Table 1 below.

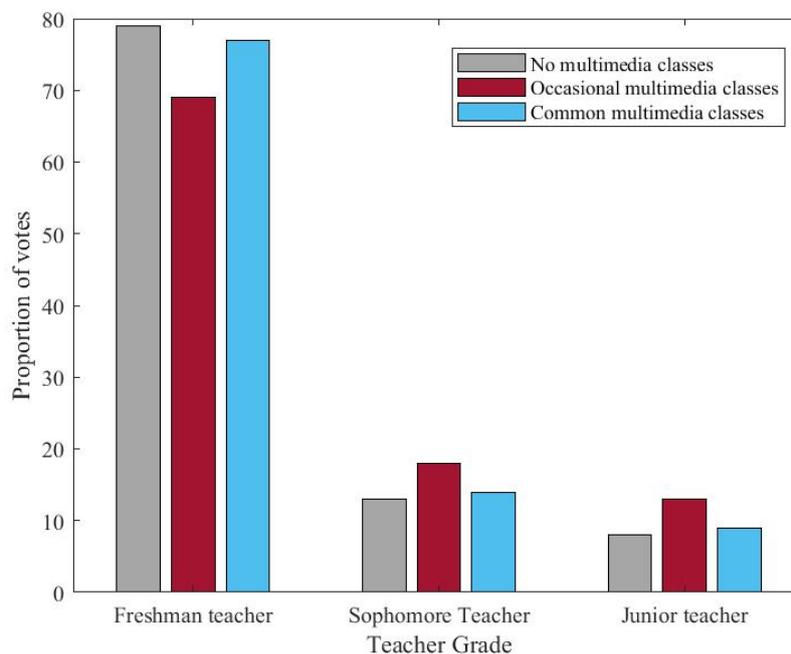
**Table 1.** Summary table of student experience in classroom management

topic	Options	percentage
Participation in classroom activities	Wait and see	68.7
	Proactive participation	19
	resist	12.3
Teaching methods adopted by management teachers	Classroom instruction	42
	Case method	34.4
	Scenario simulation	19

As shown in Table 1 above, the results of the questionnaire survey show that 25.7% of people will understand news, news, etc., 19.3% will learn professional knowledge and expand their interests and hobbies online, and 1% will send and receive emails online. In the survey on participation in the management of classroom activities, 68.7% of the students are in a wait-and-see attitude towards the classroom, neither participating nor refusing; 19% of the students can actively participate in the classroom activities; 12.3% of the students are involved in the classroom activities Express resistance. The students' sense of experience in the economic management class is not strong, which directly leads to the weak economic management effect.

#### 4.2 Not Many Vocational Schools Use Information-based Teaching Methods to Teach

As for the yunnan Higher Vocational Education School Education Center selected in this article, more than 50% of the teachers who can use multimedia teaching in the teaching of economics and management courses are still mainly in the classroom teaching style. Many colorful classroom activities. The survey results are shown in Figure 1 below.



**Figure 1.** Analysis of the use of informatized teaching in higher vocational schools

As shown in Figure 1 above, the survey results show that nearly 75% of teachers in vocational schools say that they do not use multimedia, 15% use it occasionally, and 10% use it frequently. Used, when asked if they would like to learn multimedia technology, some people still expressed reluctance to learn. For the online education model, all teachers said that they knew it, but no one learned from it and implemented it in their own classrooms. Only 20% of people expressed willingness to try.

## Conclusions

The insufficient management evaluation results in a lack of rationality in the evaluation results obtained. Some schools only regard the performance of the students' management courses as the evaluation indicator. Some schools regard their attendance rate and employment rate as evaluation indicators. Such evaluation content lacks an overall assessment of students' moral qualities, and the conclusions obtained are not fair, which negates the possibility of higher vocational students' management development and is not conducive to the development of students' overall management. In many cases, this labeling practice will ruin a student's future. At this age of vocational students, they pay more attention to others' evaluation of themselves, and most vocational students' academic performance, study habits, and polite literacy are not high, which is more likely to cause teachers to have a bad perception of economic management. Students who get this kind of evaluation are more self-negative in their hearts, and they are more likely to fall apart. Under the background of open, inclusive and diverse Internet, this traditional evaluation mechanism has seriously hindered the improvement and development of the management level of vocational students, and has deeply affected the effectiveness of the teaching of economics and management courses in vocational schools.

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