

Study on the Application of Case Teaching Method in Western Economics Course

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Abstract: Western economics course is a compulsory course for economics majors, and it is a course with strong theoreticality. By introducing the case teaching method into the course of Western economics, it can help cultivate and improve the students' thinking ability by concretizing the obscure knowledge points with the help of real and typical cases. By briefly explaining the basic meaning and characteristics of case teaching method, the application of case teaching method in Western economics course is discussed from the aspects of reasonable selection of Western economics cases and development of local cases, orderly organization of case teaching activities, and improvement of teachers' case teaching ability, so as to improve the teaching effect and teaching quality of Western economics.

Western economics is a theoretical discipline born in the background of Western society and culture, using the economic paradigm formed by Western linear asymmetric thinking to analyze how to make limited resources create unlimited wealth in the tide of the market economy, which can reveal the laws of economic development. Management and economics majors treat it as a basic course and face a series of complicated economics terms, laws, formulas and principles in the learning process, which is boring and obscure, abstract and complicated for learners. By reasonably introducing the successful teaching method of case study into the Western economics course, the teaching activities can be carried out with the help of localized cases, which not only can effectively enhance the learning effectiveness of students. This paper will focus on the application of the case study method in the teaching of western economics courses.

1. Meaning and Characteristics of Case Teaching Method

The case teaching method started in 1920, proposed by the Harvard Business School, which requires teachers to select real events and situations from the field of business management and bring them to the classroom to organize discussion activities. This teaching method did not attract much attention at first, but it was not until more than half a century later that it was applied and has become a recognized teaching method to develop students' ability to decompose and solve problems. When using the case method, the problem is first clarified or the hypothetical premise is proposed, and in order to achieve the purpose of testing the hypothesis and solving the problem, students will recall what they have learned and try to apply the new knowledge. The traditional teaching method is that the teacher speaks and the students listen, but whether the students have really listened and understood, they need to organize exams to know. In contrast, the case teaching method is more relevant and intuitive, and students have to digest the case after they get it, consult the relevant theoretical knowledge under the guidance of the set goal, and also need to think carefully before they can develop a solution to the problem, so their ability is improved.

2. Importance of Case Teaching in Western Economics

The introduction of case teaching method into the teaching of western economics can make

students understand economics knowledge more deeply and know the practical value of each knowledge point. The theoretical system of western economics is based on various assumptions, but ignores various complex factors in real life. College students have simple social experience and their practical ability is seriously lacking, so it is difficult for them to understand the abstract theoretical knowledge. In addition, most of the theoretical knowledge in Western economics originates from the economic systems of developed countries, which can explain economic phenomena and contradictions and summarize economic practices in the form of theories. These contents are unfamiliar to our college students and do not correspond to our economic situation, so many of them still feel uninitiated after studying western economics for a long time. The case method is used to organize the teaching activities. Within 7-10 days before the teaching activities begin, the teacher distributes case materials to students and assigns them to read and collect relevant data and information in groups, and to think about the causes of the problems in the case. During the activity, each group appoints a representative to present their views and to explain the doubts of other groups in order to deepen their understanding. Teachers should choose some cases that can serve teaching activities, and they should find the theoretical knowledge corresponding to them with high research value, only such cases can produce the effect of enlightening wisdom and improving ability.

The effectiveness of the case teaching method puts high demands on teachers' ability. Teachers must choose appropriate cases for students, not simply give them examples or list data. Teachers should select valuable parts from boring textbooks, try to describe the scenes and episodes of cases with certain literary techniques, add discussion and narrative content, remind students not to ignore details, and not provide students with cases that they can see through at a glance. In case teaching, teachers play the role of actors and researchers, encouraging students to analyze the cases from multiple dimensions, to use old and new knowledge to analyze the problems in the cases, and to understand the theoretical knowledge of economics more deeply themselves. At the same time, teachers also need to have a grasp of economic and policy development trends to enhance the timeliness of the cases, and these require teachers to update and improve their knowledge in a timely manner. It can be seen that using the case method to teach theoretical knowledge of Western economics can achieve the purpose of teaching and learning together.

3. Some Specific Implementation Methods of Case Teaching in Western Economics

The following article discusses the application of case teaching method in western economics course from the levels of reasonable selection of western economics cases and development of local cases, orderly organization of case teaching activities, and improvement of teachers' case teaching ability, as follows.

3.1 Rational Development and Application of Localized Western Economics Course Cases

Western economics has built a complex theoretical system in its long-term development, and all the knowledge points have formed a strict logical connection with each other. Therefore, to apply the case teaching method to western economics teaching, theoretical teaching should be treated as the basic content, and the amount of class time should be ensured to be sufficient. For Western economic theory, local case resources should be developed through the following ways.

Firstly, theoretical viewpoints of economics should be sorted out and typical case resources should be extracted. Compare the development of economics at home and abroad, find the advantages that exist in China in this regard, and further clarify the two contents to be focused on in the process of developing economics, namely, development economics and transition economics. When innovating teaching activities, we should choose some cases that can reflect the characteristics of the market. If valuable conclusions can be obtained among the dissected cases, they can be promoted in a wider scope and even become international classic cases.

Secondly, refine cases in local practical activities. Since the reform and opening-up policy has been implemented, China's social and economic activities have changed significantly, and the market economy can provide a lot of materials for the development of theoretical activities in

economics after one change after another. Therefore, local development stories should be sorted out and integrated, and then these contents should be included in the teaching resource base. Third, effective resources are found from historical and cultural texts. Economics is a typical foreign product in China, but our ancestors have left us many excellent cultural texts, which contain a series of economics cases with rich connotations, and we can find valuable economic examples by combing these contents. For example, the famous "Tian Ji horse race" can demonstrate the significance of the game idea.

In short, it is important to select localized cases that can improve students' quality and ability, and tell them vivid local stories. Before the class, teachers should provide students with relevant information or introduce them to the case in a multimedia format. In addition, students should be encouraged to describe and present the case with their own understanding, and then they should be given specific requirements to improve their quality and ability.

3.2 Orderly Organization of Case Teaching Activities

When applying the case teaching method in Western economics courses, the following aspects should be paid attention to.

Firstly, organizing case-based discussion activities. When teachers use case teaching method, they can organize thematic debates and discussions in addition to interspersing this method with the class. In the process of discussion, small cases and comprehensive cases can be discussed. In the case discussion, the teacher provides a small case for students to analyze the problems in the case after systematically teaching a certain issue or studying a certain chapter, and then the teacher summarizes it after the students fully express their opinions. In this process, complex theoretical knowledge is used and students have to rationalize the specific economic problems. In conclusion, the discussion and analysis of the case can lead students to make correct judgments based on the problems found. In the teaching process, teachers should guide students to bring their values into play, so that they can collect economic theories that can solve the problems in the case with in-depth analysis of the case, and analyze the problems in the case in detail so that the problems can be solved. Throughout the teaching, it is important to make students feel relaxed and harmonious. Teachers should guide students to conduct group discussions and encourage each student to put forward his or her own point of view, so that students can deepen their understanding of knowledge and find reasonable solutions to the problems in the process of repeated inquiry.

Secondly, organize case-debate teaching. To carry out debate teaching, teachers should divide students into pro and con groups, and the topic of debate is some key issues. In the teaching process, the teacher should choose one or several teaching methods according to the students' knowledge mastery and ability level. Compared with traditional teaching methods, the presentation of network multimedia technology is more imaginative and vivid, which can not only vividly show the key contents of western economics, but also meet the learning needs of students, and can transform a knowledge point into a learning process intuitively, so that students can savor the connotation.

Thirdly, the case is reviewed and summarized so that the value of case teaching can be brought into play. This part is mainly done by teachers, who should participate in the discussion and analysis of students' cases, comment on their achievements and shortcomings, and make suggestions to them to make up for them. At the same time, they should also guide students to put forward their own views and expand the economics cases at the right time, so that students can have a broad vision and the teaching can produce the effect of raising one to three.

3.3 Improving Teachers' Case Teaching Ability

In the process of teaching western economics, in order to give full play to the superiority of case teaching, teachers should try their best to improve their own organization and leading ability. However, most teachers of western economics in colleges and universities in China do not have good case teaching ability, and their improvement of such ability should be realized in various ways, teachers should not only choose specific cases, but also analyze cases from the theoretical level. At present, there are three most feasible ways: first, organize regular training activities to

improve teachers' quality; second, arrange teachers to go to government and enterprises for in-depth research, or hire experienced managers from outside to organize lectures for teachers in our university, and also arrange teachers to observe excellent courses and organize experience exchange activities so that teachers' teaching ability can be effectively improved. Thirdly, colleges and universities should jointly run schools with enterprises, and invite excellent entrepreneurs to finish teaching activities in colleges and universities part-time, so that the effect of case teaching can be guaranteed.

4. Conclusion

In conclusion, by applying the case teaching method to the teaching of western economics, the typical and localized cases can present the obscure knowledge points and economic principles in a way that students can easily understand and deepen their understanding of them. At the same time, through the case combined with group discussion, the communication and interaction among students can enhance the communication and collision between students, promote students' understanding of the knowledge and principles of Western economics, improve the quality of students' learning, and realize the continuous improvement of the overall teaching quality of Western economics.

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