ABSTRACT: Based on difficulties of western economics teaching, we constructed LICCAS model: logistics teaching, case teaching, comparison teaching, analogy teaching, and summarizing teaching, classify and summarize teaching methods. The first, Logistics teaching is the logical starting point of western economics. The second, case teaching method is the interaction between teachers and students and the interaction should always run through the whole process. The third, while teacher is teaching, interesting and feasibly embodying cases of western economics should be properly extracted and make a comparison and analysis to these cases, which makes students learn by analogy to understand western economical theory. The fourth, analogy and analysis is supplement of the front of several methods. The fifth, summarize the teaching contents. By based on practices of LICCAS model, interests of learning western economics for students can be greatly improved and increase their abilities of analyze economic phenomenon and use what they have learnt.

KEYWORDS: Western economics; Teaching methods reform; LICCAS model

1 STUDY ON BACKGROUND AND SIGNIFICANCE

Western economics, including microeconomics and macroeconomics, is the first professional based course for most of management and operation students. In Chinese university of western economics teaching process, there universally exists these situations that is inculcation, single, lack of innovation and less heuristic and so on.

With the development of the society economic, 90 generations students’ thinking is more active. As long as teachers guide properly, students are more willing to accept fresh things. They are more simply to form original opinions on the understanding of economic phenomenon.

2 HOME AND ABROAD RESEARCH REVIEW

On the principle of western economics teaching methods, American scholar Joseph Eugene Stiglitz pointed out that the essence of modern western economics teaching should be the common inheritance and individual character.

About the concept of the teaching method, different scholars put forward different concepts from different angles. There are activities speaking, way speaking, method speaking, means speaking, instrument speaking and steps speaking and so on.

Peng Yongwei thinks that teaching method is a way and mean (means speaking) to achieve teaching goal to be applied, as teachers and students in order to complete the common task of teaching. In general, at home and abroad, based on economics teaching reform is mainly distributed in the following aspects:

2.1 Constructivism

Constructivism is also translated to structuralism, as a branch of cognitive psychology. Constructivism is considered to be the most promising learning theory at present. It was first proposed by Swiss psychologist Jean Piaget (Piaget, 1996) in 1960s, in which days the finding of learning theory of Bruner (Bruner, 1960) and the meaningful learning theory of Ausubel (Ausubel, 1968) and the historical and cultural psychology theory of Vygotsky (Vygotsky, 1978) and so on of these essences are drown. These are better to explain the cognitive law of human learning process.

2.2 PBL teaching method

PBL(Problem- based Learning, referred to as PBL in the following.) as problem-based learning, is in 1969 at McMaster University Medical School in Canada by the American Academy of Neurology Professor barrows first trial of a new teaching mode. Differently from the traditional teaching method, the PBL teaching method emphasizes
students’ active learning, rather than teachers’ unilateral teaching. Being linked to problems or tasks makes students addicted to it. The study is set to complex and meaningful problem scenarios. By students’ self-explorations and mutual cooperation to solve problems, they could learn hidden behind the problem of knowledge and theory and form the ability of self-studying and solving problem.

2.3 The research of regurgitation-feeding teaching

The research of regurgitation-feeding teaching is referred to universities in order to focus resources to enhance the scientific research strength and try to transform it into advantages in teaching, so as to promote the quality of teaching in universities.

3 THE MODEL CONSTRUCTION OF WESTERN ECONOMICS TEACHING METHOD—LICCAS MODEL

Based on the characteristic of western economics teaching method, this paper constructs the LICCAS model, in which L—Logistics teaching, I—Interactive teaching, C—Case teaching, C—Comparison teaching, A—Analogy teaching, S—Summary teaching. Logistics teaching method is the logical starting point of western economics teaching method. Students must first construct the logical relationship between knowledge and knowledge, so it is the first place in the LICCAS model. Teaching method of interaction between teachers and students is the interaction between them. This interaction should always run through in the whole process of western economics teaching. It can be not only used in the explanation of knowledge process, but also in the classification and summary, being the second place in LICCAS model. The third C and the fourth C respectively represent the teaching method of case analysis and comparative analysis. A, as the analogy analysis, is the supplement for the front of several methods. S is the summary for teaching content, at the end of the LICCAS model. LICCAS model detailed in following figure 1:

![LICCAS model of western economics teaching method.](image)

4 THE MODEL CONSTRUCTION OF WESTERN ECONOMICS TEACHING METHOD—LICCAS MODEL

4.1 Logistics teaching

Western economics, not exactly consistent with political economics, is a subject that study on production, distribution, exchange and consumption. Concretely speaking, it is to study how to use limited resources for production to satisfy unlimited desires. Among them, microeconomics is to study what to produce, how to produce and produce for whom.

For example, according to the latest published ‘western economics (microscopic part) the fifth edition’ by Chinese Renmin University publishing press, the logical theory relation of microeconomics is in the following D-S curve:

![Figure 2. Logical relation of microeconomics theoretical system.](image)

As is shown in the graph, the D-S curve of the equilibrium price theory based on the equilibrium point covers the main contents of the microeconomic theory, which includes demand theory or utility theory on the basis of demand theory (extended to include substitution effect, income effect, consumer behavior theory and other related theories), production function theory for solving technical problems based on supply curve, cost function theory to solve the cost problem, firm behavior theory/market structure theory (perfect competition/perfect monopoly/monopoly competition/public goods), and factor market theory (perfect competition/imperfect competition) and general equilibrium theory (welfare economics).

This graph is extremely helpful for beginners to master the basic theories of the relatively complex multi branch mainstream western economics.

4.2 Interactive teaching

Interactive teaching refers to the give and feedback between teachers and students in the teaching process, based on teaching contents. The teaching method of interactive teaching should always run through the whole process of the teaching of western economics, which is not only used in the process of knowledge explanation, but also in summary and induction. Interactive teaching is the
embodiment of PBL in the teaching process of western economics. The forms of interactive teaching are various. It can question to arouse students thinking on issues related to and set up fixed group to discuss inside the class and arrange corresponding homework to answer questions for the key knowledge, which is very beneficial to the knowledge understanding of macroeconomics with strong logical structure.

4.3 Case teaching

Case teaching refers that teachers make a case teaching in the process of teaching to help students understand the concept of economics combined with hot topic that students are interested in.

In elastic teaching for case, elasticity is the first difficult concept microeconomic system. Elasticity is the reaction degree that is the minimal change from a variable to another variable. The price elasticity of demand is the percentage of the change in the demand for the goods as the price changes 1%. Elasticity plays an important role for an enterprise in the price strategy. In the actual teaching process, we introduce the problem “why JUMEI products implement lower price activity while profit increase?” causing students lively discussion. Make a case analysis combined with the hot topic of JUMEI products in 2013 03 01 to help students better to understand.

4.4 Comparison teaching

Comparative analysis, also known as comparative analysis, is to compare the objective things in order to achieve the understanding of the nature and laws of things and make a correct evaluation. In addition to some hot topics, we can combines classis case to analyze and enhance the understanding for students of economics terminology. In the process of teaching, we introduce the problem “why agricultural products implement lower price while the profit decrease?” It is also the elasticity example. After citing the case of JUMEI products that students are very familiar with, we can introduce the classical case of “when the grain is cheap, the famers suffer.” If students understand the truth and draw inferences, the elastic teaching goal is achieved.

4.5 Analogy teaching

Analogy analysis is mainly used in mathematics, physics and engineering disciplines. It compares through two or two kinds of objects and finds logical similar points in some ways (features, attributes and relations), so as to transfer an object into another object. Hence, analogical reasoning is from special to special way of thinking and its objective basis is the similarity of the objective things.

Similarity is a common of the objective world. Microeconomics knowledge system is no exception. So in the actual teaching process, teachers should exactly illustrate the logical relationship between knowledge systems, especially the knowledge system with analogy.

The elasticity teaching in microeconomics is analyzed as an example. When explaining the concept of elasticity, the elasticity of economics and physical meaning are compared. The original meaning of elasticity is a concept of physics, which is the reaction degree of material objects to the external force and draw forth the mathematical definition of elasticity. So the meaning of strong elasticity is that scalability is strong, who reflected in economics “optional doesn’t matter” and represents the up-market consumer goods for middle and low-income family.

4.6 Summary teaching

Classification and summary is a demonstration method from the individual to the general. It sums up their properties shared by all and draws a general conclusion by many individual examples or points, which is an important means of teaching in classroom.

In the process of western economics teaching, students will meet obscure jargon and the difficulty in understanding, in which we should vigorously carry forward students’ divergent thinking and encourage students use characteristics of 90 generation’s language to induce and summarize.

5 CONCLUSION

In view of the difficulty in teaching of western economics, we construct LICCAS model. In the effective teaching process of western economics, logistics teaching is the logical starting point. Students must first construct the logical relationship between knowledge and knowledge. So it is located in the first place of LICCAS model. Interactive teaching is the interaction between teachers and students. This interaction should always run through the whole teaching process of western economics, which is not only used in the process of knowledge explanation, but also in summary and induction and located in the second place of LICCAS model. The third C and the fourth C respectively represent the teaching method of case analysis and comparative analysis. A, as the analogy analysis, is the supplement for the front of several methods. S is the summary for teaching content, at the end of the LCCAS model. Based on practices of LICCAS model, interests of learning western economics for students can be greatly improved and increase their abilities of analyze economic phenomenon and use what they have learned.
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