

# Research on the training mode of critical thinking in economics curriculum under the background of educational reform

Hongjun LIU

West Yunnan University, Lincang 677000, China

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**Abstract:** Under the background of the continuous deepening of educational reform, the innovation of teaching methods and models of economics, as a key way to cultivate students' economic accomplishment and thinking skills, is particularly critical. This study focuses on the way to cultivate critical thinking in economics courses under the background of education reform through innovation of teaching mode, adjustment of course content and methods, and establishment of learning assessment and feedback mechanism. The research discusses the direction and requirements of education reform, the uniqueness of economics curriculum and the urgency of cultivating critical thinking. It deeply elaborates on the exploration of critical thinking in economics curriculum, and gives strategies and suggestions for continuously improving this training method, which has far-reaching significance in promoting the teaching innovation of economics course and improving the overall quality of students.

**Key words:** educational reform background; economics course; critical thinking; training mode; teaching model innovation

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## 1 Introduction

With the gradual deepening of education reform, economics, the core part of the higher education system, is now encountering unprecedented opportunities and challenges [1]. In the era of knowledge economy, critical thinking has gradually become one of the core indicators to evaluate the overall quality of talents. For economics majors, having critical thinking not only helps them to understand complex economic events more deeply, but also enhances their ability to solve real economic problems.

Nevertheless, the current economics curriculum still has many shortcomings in cultivating critical thinking, which makes it difficult to meet society's expectations of high-quality economics experts [2]. Therefore, the purpose of this study is to deeply explore how to cultivate critical thinking in economics curriculum under the background of education reform, hoping to provide valuable reference and inspiration for the further teaching reform of economics curriculum. This study aims to find effective strategies to cultivate critical thinking by deeply exploring the current teaching situation of economics courses and combining with the direction and needs of education reform, hoping to cultivate more economic experts with critical thinking skills.

## 2 Background of educational reform and current status of economics curriculum

## 2.1 Trends and needs of educational reform

At present, educational reform is being carried out with unprecedented intensity, and its core goal is to cultivate high-quality talents with both innovative thinking and practical skills. Under the current educational background, the economics course is the key place for the training of professionals in the field of economics, so it is particularly important to innovate its teaching mode and content. The orientation of education reform emphasizes putting students as the core, and focuses on cultivating students' critical thinking, innovative spirit and problem-solving skills [3]. This demand is consistent with the core philosophy of the economics curriculum, because economics is not only a purely theoretical discipline, but also an applied discipline that requires continuous practice, in-depth analysis and solution of practical problems. Therefore, the curriculum design of economics must keep pace with the educational reform and continuously research and practice the methods of cultivating critical thinking in order to meet the expectations of society for high-quality economics experts.

## 2.2 Characteristics of economics curriculum

As one of the key disciplines of social science, economics shows the dual nature of theory and practice. From one perspective, the course content of economics includes many theoretical fields such as microeconomics, macroeconomics, and international economics, which provide a solid foundation for the analysis of economics and require students to have deep theoretical knowledge and logical reasoning skills [4]. From another perspective, economics courses focus on the application of theoretical knowledge to practical operations, through the analysis of actual economic events and the solution of economic problems, to cultivate students' practical operation and policy analysis skills. Therefore, the courses of economics not only require students to understand and master abstract economic principles, but more importantly, develop their critical thinking ability to apply these theoretical knowledge to practical problem solving.

## 2.3 The urgency of critical thinking training

Under the background of global economic integration and information flooding, the research field of economics has encountered unprecedented complexity and instability. Traditional economics teaching methods often overemphasize the teaching of theoretical knowledge, but neglect the cultivation of students' critical thinking ability, which makes it difficult for students to adapt to the rapidly changing economic background [5]. Critical thinking not only helps students to grasp the theoretical knowledge of economics in a deeper level, but also cultivates their skills in independently analyzing economic events, evaluating economic policies, and predicting the direction of economic development. Therefore, it is particularly important to strengthen the cultivation of critical thinking in the curriculum of economics, which is a key link in preparing students to adapt to future economic challenges and become economics professionals with innovative thinking and a sense of social responsibility.

# **3 Practical exploration of critical thinking training in economics curriculum**

## 3.1 Innovation in teaching mode

In economics teaching, it is very important to cultivate students' critical thinking ability and innovate teaching methods. The traditional way of education often overemphasizes the one-way teaching of teachers, resulting in students only passively absorbing knowledge, which is not conducive to cultivating their critical thinking. As a result, problem-oriented and student-centered teaching methods have been attempted, such as flipped classroom and project-based learning strategies. These innovative teaching modes encourage students to actively explore, ask questions and participate in discussions. Through teamwork and case studies, students are stimulated to think deeply about the links between economic principles and practical problems, thereby developing their critical thinking and problem solving skills. The reform of this teaching mode aims to activate students' thinking activity and turn economics into a key platform to cultivate students' critical thinking ability.

### 3.2 Adjustment of course content and methods

In order to more effectively stimulate the critical thinking ability of economics students, the course content has been deeply optimized by adding more case studies related to real economic problems and encouraging discussion from multiple perspectives. In the teaching strategies, interactive methods such as debate, role simulation, and economic decision simulation are integrated to conduct simulated scenarios and role simulations, so that students can deeply experience the logic and results behind various economic decisions, stimulating their in-depth analysis of economic events and critical thinking. In addition, students are actively promoted to participate in scientific research projects, with the aim of developing their critical thinking and problem-solving skills through empirical research.

### 3.3 Learning evaluation and feedback mechanism

In the curriculum of economics, it is very important to cultivate students' critical thinking ability and establish a scientific learning evaluation and feedback system. In order to comprehensively assess students' critical thinking and practical application skills, a variety of assessment tools are used, including but not limited to open question and answer sessions, panel discussion presentations, and oral arguments. On this basis, the mechanism of peer evaluation and self-evaluation is integrated to encourage students to learn from each other and make progress together. Through regular feedback meetings and online feedback platforms, teachers can keep track of students' progress and problems in real time, thus providing more personalized guidance and support to students. This dynamic evaluation and feedback mechanism helps to continuously adjust and refine teaching methods to ensure effective cultivation and implementation of critical thinking.

## **4 Continuous optimization of critical thinking training mode in economics courses**

### 4.1 Teacher role transformation and ability improvement

In the courses of economics, in order to continuously optimize the training mode of critical thinking, the role of teachers is particularly crucial. The role of teachers should shift from traditional knowledge transmitters to mentors, facilitators and evaluators, encouraging students to actively think, question and discuss. Therefore, educators should continuously strengthen their critical thinking skills and master cutting-edge teaching strategies and evaluation tools. By participating in professional training, academic exchanges and reflecting on teaching practices, teachers can have a deeper understanding of the meaning and requirements of critical thinking training, so as to guide students to develop critical thinking in economics learning more effectively. In addition, in order to effectively guide students to integrate economic ideas with the knowledge of other disciplines and conduct in-depth critical research, teachers need to have an interdisciplinary knowledge background.

### 4.2 Implementation policy and resource assurance

In order to continuously optimize the mode of critical thinking training in economics courses, it is necessary to formulate clear implementation strategies and ensure adequate resources. In terms of teaching strategies, we should strengthen the integrity of curriculum design and ensure that the cultivation of critical thinking runs through the whole teaching process of economics. At the same time, an interdisciplinary cooperation framework needs to be constructed to promote the deep integration between economics and other disciplines, and further expand students' intellectual perspectives and critical thinking abilities. In terms of resource security, increased investment in teaching equipment, such as the establishment of intelligent classrooms and the use of cutting-edge teaching software, has provided a solid foundation for critical thinking teaching methods. In addition, it is necessary to further strengthen the construction of teaching staff, attract outstanding talents and conduct professional training and other means to improve the ability and quality of teachers in the teaching of critical thinking.

#### 4.3 Results display and continuous improvement

In order to continuously optimize the training of critical thinking in the economics curriculum, it is necessary to ensure that the results are effectively presented and establish a continuous improvement mechanism. Regularly organizing students' critical thinking achievements exhibition and excellent case analysis reports can not only stimulate students' learning enthusiasm and innovative spirit, but also promote the communication and cooperation between teachers and students. In addition, a continuous improvement mechanism can be established to find and solve problems in the implementation process in time by collecting student feedback, self-evaluation and mutual evaluation of teachers, and the evaluation of teaching effects, so as to ensure the continuous improvement and optimization of the critical thinking training model [5]. This continuous optimization process constitutes the core element in improving the teaching level of economics courses and promoting the growth of students' critical thinking ability.

### 5 Concluding remarks

Under the background of education reform, this study deeply analyzes how to construct a model for cultivating critical thinking in economics courses and the importance of this mode in practice. By innovating teaching mode, adjusting course content and method, and constructing learning evaluation and feedback mechanism, it successfully promoted the improvement of students' critical thinking ability. At the same time, the transformation of teachers' roles and further enhancement of their abilities, the further improvement of implementation strategies and resource guarantees, and the construction of performance display and continuous improvement mechanisms all provide strong support for the continuous optimization of critical thinking in economics courses. In the coming days, we will continue to promote the innovation of teaching methods and constantly seek for more efficient and scientific critical thinking cultivation methods to help improve the overall quality of economic education in our country.

#### Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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