

Research on the Way of Constructing the First — Class Curriculum of “International Finance” in Colleges and Universities

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Abstract: International Finance is a core basic discipline of economics and management majors in colleges and universities, and has been paid full attention by major financial and economic colleges and universities in China. Therefore, building a first — class International Finance course has become an important prerequisite for professional teaching reform and improving teaching quality in colleges and universities. Based on this, this paper mainly discusses the main problems existing in the current course of international finance, and focuses on the ways of building a first — class course of international finance, in order to create high — quality and efficient excellent courses and cultivates more comprehensive financial talents for the society.

Keywords: Colleges and Universities; International Finance; First Class Courses; Construction; Channel

1. Introduction

Curriculum construction is an important part of college education system and an effective starting point to improve teaching quality. Building a first — class curriculum is to continuously optimize and improve the teaching teachers, teaching materials and teaching practice. This is a complex systematic project, covering a wide range of contents, including all contents related to curriculum teaching. The course of International Finance in colleges and universities is not only the main core course of finance specialty recognized by the national education department, but also the main discipline of finance and economics specialty. Its importance in the specialty can be seen. Therefore, how to build a first — class curriculum of International Finance is an important topic to be explored by many colleges and universities.

2. Main problems in the construction of first — class curriculum of International Finance in colleges and universities

The main characteristics of the curriculum of International Finance in colleges and universities are rich teaching content, wide coverage, strong comprehensiveness of theory and practice, fast renewal of professional knowledge and so on. Compared with the requirements and standards of other national first — class curriculum, the construction of this course mainly has the following deficiencies:

2.1 Insufficient teachers

At present, the number of on — the — job teachers in the course of International Finance in many colleges and universities is obviously insufficient. However, the source of students majoring in finance in colleges and universities continues to grow every year, the proportion of teachers and students is seriously unbalanced, and there is a lack of professional teaching research group personnel, in addition, it is difficult to improve the echelon of the research group; At the same time, the course teaching is lack of external teachers, and the supplement of some economic managers and managers of financial institutions with practical teaching experience is obviously insufficient, which is obviously not conducive to the teaching of this course to absorb more new external knowledge and ideas.

2.2 Teaching methods need to be innovated

Teachers' teaching methods have a direct impact on the overall quality and level of International Finance

teaching. In actual teaching, teachers' teaching methods still focus on classroom theoretical teaching, teachers still occupy a leading position in teaching, and their understanding of "student — centered" teaching methods is not comprehensive enough. Most of the time, students lack classroom time for independent inquiry; In addition, teachers' classroom teaching theory accounts for a large proportion, and there is still insufficient specific situational teaching for students. More investment is needed in the cultivation of students' ability to really solve problems.

2.3 The construction of teaching materials is not perfect

The teaching materials of International Finance in colleges and universities should adapt to the teaching objectives, be able to feed back the cutting — edge application trends of the discipline, and be able to integrate theory with practice for teaching reform. In recent years, the theoretical content of the course of International Finance in colleges and universities has changed with the changes of international finance, which has greatly expanded the teaching content of the course. However, there are few teaching materials to cover these important knowledge contents into books. Therefore, the construction of the teaching material of International Finance needs to be further optimized and improved.

2.4 The strength of practical teaching is not strong

As a comprehensive and practical subject, the course of International Finance in colleges and universities must highlight the importance of practical teaching and strengthen the strength of practical teaching. Through the construction of university financial laboratory, and let students simulate futures trading, international settlement and other processes, so as to promote students to have a more intuitive and clear understanding of financial knowledge, obtain practical operation skills, and strengthen students' ability to internalize and apply knowledge. However, at present, there is little practical operation software for relevant courses, and the number of financial students in colleges and universities is increasing year by year. Some colleges and universities have limited funds and insufficient facilities and equipment, which is difficult to meet the needs of all students to participate in practical simulation learning; At the same time, in view of the particularity of the financial industry in the society, colleges and universities cannot obtain in — depth school enterprise cooperation with financial units in the society, arrange students to participate in on — the — job practice, and create a real training environment for students, which is not conducive to students' rapid transformation of financial theory into practical application.

3. Analysis on the construction of first — class course of international finance in colleges and universities

3.1 Building a first — class teaching team

In order to build a first — class curriculum of International Finance in colleges and universities, the primary task is to build a first — class teacher team, have a group of course lecturers with high academic attainments and rich teaching experience, and form a teacher echelon with reasonable organizational structure, stable teachers, deep teaching qualifications, high level and good effect, as well as set a corresponding proportion of theoretical tutors and practical teaching teachers. First, we should vigorously introduce and allocate highly qualified discipline professors and gather highly professional financial tutors. On the basis of the original teachers, we should consider introducing a group of reputable financial experts as part — time teachers in the school, and employ financial enterprise managers with rich practical experience to regularly come to the school to organize professional knowledge lectures for students, so as to strengthen students' perceptual cognitive ability of the financial industry. Second, we should actively encourage teachers to vigorously carry out teaching research, promote their continuous improvement of teaching ability and level, optimize and adjust teaching objectives, contents and methods in the process of curriculum construction, combined with the problems encountered in actual curriculum teaching, summarize experience, publish relevant academic papers, in order to constantly improve their own teaching experience. Third, we should actively support the progressive growth of the young generation of teachers, cultivate and reserve backward teachers. Only the continuous injection of young teachers can ensure the construction of first — class teachers.

3.2 Innovating course teaching methods

To build a first — class course of International Finance, we should ensure the advanced and cutting — edge teaching methods. Teachers must pay attention to the innovation of curriculum teaching methods. Innovation

and reform of teaching methods is an important way to fully mobilize students' learning interest, stimulate students' learning desire and improve the quality and level of classroom teaching. In terms of process construction, teachers must adhere to the "student-centered" teaching concept and teaching methods. In classroom teaching, teachers should pay attention to comprehensively excavating students' subjective initiative and students' ability of independent exploration and thinking. Therefore, in the course teaching, teachers can adopt the teaching method of "independent inquiry", fully let students study independently and comprehensively exercise students' comprehensive literacy and ability.

3.3 Strengthening the construction of first-class teaching materials

First class curriculum materials are the important premise and foundation to ensure the construction of first-class courses. In order to form a set of systematic excellent teaching materials for the course of International Finance, we must build a teaching material system with integrated design and multimedia combination, and emphasize the importance of the construction of course materials. The construction of first-rate teaching materials should be optimized by practical teaching materials, which fully reflects the important theories and frontier knowledge in international finance, and can also be applied to China's financial national conditions and actual needs. It has the characteristics of advanced, comprehensive, macroscopic and policy oriented, thus forming a clear teaching level, clear line and logical logic, systematic and comprehensive international finance curriculum system.

3.4 Strengthening practical teaching links

International Finance in colleges and universities is a course that pays equal attention to both theory and practice. On the basis of theoretical teaching, we should strengthen practical teaching links, strengthen the construction of professional supporting practice base, and strengthen students' practical operation and innovation ability with practical training. First of all, we should actively change the concept of practical teaching, abandon the wrong idea that it is not necessary to organize practical teaching in the original course of international finance, and adhere to the combination of theory and practice, so as to emphasize student-centered, and actively create an extracurricular comprehensive practice platform for students, so that they can integrate theory into practical application. Secondly, we should vigorously promote the optimization and construction of the financial laboratory, timely obtain the global synchronous foreign exchange trading market through Internet technology, let students simulate the real and virtual trading of foreign exchange, in order to master the international financial business process, and strengthen the students' practical operation level. Finally, colleges and universities should actively establish cooperation with financial enterprises such as banks and securities companies, build off campus training bases, and regularly organize students to visit, study and investigate enterprises in batches, so as to make them feel the real financial employment environment and obtain in-depth training and training at the professional level; We can also regularly invite experienced workers from financial enterprises to give lectures in the school to help students master the most cutting-edge financial industry consulting, business practice experience and other knowledge.

4. Conclusion

In summary, the construction of the first-class curriculum of International Finance in colleges and universities is a long-term systematic project. We should take the initiative to learn from the experience of other courses, follow the national standards for the construction of first-class curriculum, and make concerted efforts in building a first-class teacher team, first-class teaching content, first-class course teaching materials and enhancing practical teaching, so as to comprehensively improve the construction level of the course, and create a high-quality first-class curriculum of International Finance in colleges and universities.

References

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