

Research on the Reform of International Finance Curriculum

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Abstract: with the deepening of economic and financial globalization and integration, especially with the opening of China's financial industry, many economic and financial departments need a large number of high-quality application-oriented professionals who are familiar with international financial theory and international financial practice. Therefore, in the teaching of international finance, we should re-integrate the teaching content, constantly improve teaching methods and means, teach students to master the theoretical system and essence of international finance, and improve their application ability.

1. Introduction

International finance course is a basic course for students majoring in finance. It is the main course in the talent training program of finance major, and it is an important part of the knowledge structure of students majoring in finance. After learning the basic courses such as western economics, money and banking, the students can extend their knowledge from domestic financial field to international financial field through the study of this course, so as to broaden their horizons and improve their comprehensive quality in financial work at home and abroad. International finance is a core course and professional basic course for economics and management majors in Colleges and universities determined by the Ministry of education. It is an applied theory discipline with wide coverage and strong comprehensiveness. With China's increasing integration into the global economic system, foreign economic and trade activities are more and more frequent, and all walks of life demand more and more talents who are familiar with international financial knowledge. Therefore, how to optimize the teaching of international finance course and cultivate applied talents with high comprehensive quality is a very important topic.

2. Teaching Content Reform

2.1 Teaching Content Arrangement

The teaching objectives and requirements of international finance course are: to master the basic theories, basic knowledge and skills of international balance of payments, foreign exchange rate, international financial market and international monetary system, as well as their application in practical business; to master the macro theory of international finance and to learn to explain and

solve practical problems in the field of international finance; to master China's foreign-related financial work Learn to implement the principles, policies and practices in practical work; master the relationship between international finance and other economic factors, lay a theoretical foundation for the development of international trade and international economic cooperation, and lay a solid foundation for further study of other economic and financial professional courses.

2.2 Practice Teaching Link Design

The setting of this course closely links the study of international financial theory with the practical operation of international financial market. Through practical teaching, the teaching content of international financial theory is deepened to improve students' practical ability and innovative thinking, promote the transformation from knowledge learning to ability training, cultivate students' professional quality for independent thinking, analyzing and solving new problems, and improve the integration of theory and practice Operation ability of. Through the practice course teaching, the platform of team cooperation and communication is built for students, so as to cultivate compound and applied talents who understand both theory and operation, and realize the “zero distance” docking of enterprise post skill requirements. Therefore, this course is in line with the training goal of applied talents to cultivate students' practical ability. The teaching of practice part should not only be taught in class, but also should be emphasized. Specifically, it includes the following two main forms.

3. Selection of Teaching Methods

3.1 Task Driven Simulation Teaching Method

Task driven simulation teaching is particularly important for the cultivation of applied talents. Besides the ability of analyzing and solving problems, it can also cultivate students' team cooperation ability. Each time, the students are assigned tasks to clarify the objectives, contents and requirements of the tasks. The students are inspired to use the principles of international financial practice to analyze. Through simulation training, students can not only master theoretical knowledge, but also improve operational skills in a certain atmosphere, thus greatly expanding students' thinking. Form 1: share the latest international financial information before each class. Each group takes turns to track the relevant news in the field of international finance. In each class, the group takes about 10 minutes to share the latest information collected and sorted out to the whole class, and makes a brief comment on what they have learned. Finally, the teacher gives comments. This way is helpful to cultivate students' habit of paying attention to news; it can improve students' ability of collecting, screening, sorting and analyzing information and language expression ability; it can help all students to keep abreast of the latest information and trends in the field of international finance; finally, it can also urge teachers to pay attention to current news and update and supplement teaching contents in time effect. Form 2: special project learning of related knowledge points. For example, in the exchange rate system part, each group represents a country and a currency, and analyzes the types, advantages and disadvantages and development of the exchange rate system of the countries represented. Another example is the international financial crisis, international monetary system and other chapters. This course will be divided into a large knowledge point to make them comparable, so as to complete the process of “topic selection-Discussion and Research - achievement display-Analysis and comparison- drawing conclusions”.

3.2 Case Heuristics

International finance is a subject closely related to the times, and its teaching content needs to be updated and improved according to the development of current events. In the course of international finance, there are many theories closely related to the real economic life. Through the relevant cases and classroom debates and discussions, these contents often achieve good teaching effect. In the course of international finance, case teaching can enable students to actively think and explore in specific problem situations. It can not only guide students to pay attention to current events, but also show abstract theories through vivid examples, so as to deepen students' understanding of basic theories. For example, when talking about financial innovation and financial derivatives, we can tell students about the financial bankruptcy event in Orange County of the United States, the loss event of Sanhe bank in Japan, and the collapse of Barings Bank, so as to let students understand that financial innovation is a “double-edged sword”, and they should strengthen their awareness of financial risk prevention. The case analysis can inspire students' thinking, broaden their horizons and achieve better teaching effect. Another example is the introduction of the case of the impact of the yen's exchange rate trend on the Japanese economy after the signing of the “Plaza Agreement”, the realistic impact of the continuous appreciation of RMB on China's economy, and the introduction of RMB cross-border settlement cases in the offshore financial market. Some cases are assigned to students, and they are asked to set up a special discussion group and complete them in their spare time to improve their ability to analyze and solve problems by using relevant principles; some cases are analyzed and explained by teachers to teach students how to analyze and solve problems. Organizing students to analyze, discuss and debate hot issues in the field of international finance can not only make the theoretical knowledge and practical knowledge of students complement each other, but also cultivate the ability of integrating theory with practice, thinking independently and solving practical problems. For example, when learning the exchange rate system, we should organize students to debate whether it is better to implement the fixed exchange rate system or the floating exchange rate system; when learning foreign exchange reserves, we should organize students to discuss whether China's international reserves are too large and what impact the large amount of foreign exchange reserves may have on China's economy.

4. Conclusion

In the teaching process of international finance, students generally believe that the teaching content of the course is rich and closely linked with practice, which increases the interest of learning, fully mobilizes the enthusiasm of students, improves the motivation of students' autonomous learning, and also enhances the ability of students to analyze and solve problems.

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