

# *Innovation and Practice of Teaching Reform Driven by International Economics in the Context of New Liberal Arts*

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**Abstract:** The new liberal arts construction proposed by the Ministry of education needs to break the barriers between the traditional liberal arts and other disciplines, and provide favorable conditions for the reform of International Economics Teaching in Colleges and universities. By benchmarking the requirements of the construction of new liberal arts, this paper systematically interprets the advantages of the integration of modern information technology in international economics in Colleges and universities from three aspects: the opening of international economics teaching resources, the enrichment of international economics teaching content, and the stimulation of students' thinking ability, so as to realize the cross integration of disciplines, promote the construction of "golden Courses", and improve the information literacy of international economics teachers. Based on the measures of improving the information-based teaching assessment system of international economics, this paper puts forward the innovative and practical ideas of teaching reform, aiming to provide some useful suggestions for the teaching reform of international economics in Colleges and universities.

## **1. Introduction**

Under the traditional teaching method in China, the course of international economics is often faced with the confusion of teaching orientation in actual teaching, which is not in line with the curriculum objectives; Unreasonable teaching setup and complex courses; Too much classroom teaching and too little curriculum; The classroom emphasizes the teaching of theoretical knowledge, but lacks case analysis; Students' learning enthusiasm is poor. "New liberal arts" has been the key teaching content of the Ministry of education in promoting the construction of the "four new" since 2018, but the traditional classroom teaching methods have long been unable to meet the development of the new curriculum, so it is difficult to cultivate high-level applied talents. Under the background of the new Chinese subject, the teaching reform, innovation and experimentation of international economics are imperative[1].

## 2. New Orientation of the New Liberal Arts to the Training of Design Talents

With the rapid development of China's market economy in the new era, the society needs to provide innovative solutions to the scientific research methods adopted in the field of Humanities and Social Sciences, such as the intersection of Arts and Sciences, the intersection of Arts and engineering, and the intersection of literature and medicine[2]. In April 2019, the Ministry of education and other 13 departments announced that they would launch the "six excellence and one top-notch" action plan 2.0 to promote the construction of innovative humanities in an all-round way, bringing new impetus to the transformation of China's higher education to the construction of Humanities and social sciences. The advantage of discipline and specialty differentiation is that it is conducive to learners to expand the knowledge content of the corresponding discipline and specialty, but there are corresponding discipline and specialty barriers in education, which makes some learners have a shallow understanding of the specialized discipline knowledge. The construction of new liberal arts is the specific implementation of the educational task of educating people with culture, educating people with culture and cultivating yuan with culture. We should pay more attention to improving students' awareness of applying various knowledge and abilities to deal with social practical problems. The environmental design discipline of the school of fine arts and architectural design of Yanshan University has experienced more than 20 years of development, and now it is also in a critical period of transition to the all-round development of the discipline. Facing the compulsory courses and professional experimental courses of the discipline, the relevant personnel of the school have carried out reform experiments in the content, methods, professional evaluation and other aspects in accordance with the national new Chinese subject construction ideas and training requirements. In the new era, with the vigorous development of science and technology, modern teaching technology has also been rapidly innovated and applied. Online and offline hybrid teaching methods such as Mu class, micro class, flipped teaching, MOOC, SPOC, bisection teaching have been widely used in all colleges and universities in China, which is of great significance to solve the problems faced by traditional classroom teaching in China. International economics has many contents and strong theoretical knowledge. Therefore, in teaching, teachers should actively carry out changes in teaching contents, teaching methods and curriculum evaluation in combination with modern teaching technology, so as to cultivate students' enthusiasm and interest in learning, and make learners change from passive contact with economic theoretical knowledge to completely autonomous Mastery[3].

## 3. Difficulties Faced in the Course of Economics and International Economics

### (1) The content is outdated, and the theory is divorced from practice

Due to the development of socialist market economy and economic globalization, the pattern of international trade is changing rapidly. At present, the content of "foreign market economy" is relatively old and cannot keep up with the objective reality of economic and social development. Although "foreign market economy" has many contents and a large basic theoretical framework, many teachers pay more attention to theory than practice in actual teaching practice, and theory and practice are often divorced from each other.

### (2) Single teaching method

The conventional teaching mode is single, and the conventional teaching mode and practice of teachers' speaking and children's speaking lead to the dull curriculum of teachers, the lack of understanding of the current situation of children's knowledge, and the low level of students' understanding and grasp of knowledge points, resulting in the low quality of the subject.

### (3) The form of course assessment is rigid

The examination methods of most colleges and universities for foreign economic subjects are

still based on Chinese traditional examination methods, and the usual results should be combined with the final results. Their usual grades are analyzed according to the attendance rate of students and the completion of homework inspection, while the final grades are based on the final examination results. However, the examination form is rigid and easy to weaken students' interest in review, and there is no way to fully show the advantages of the strong practicality of this course[4-5].

#### **4. Reform content of International Economics**

The textbook of international economics is based on the basic theories of western market economy; The content includes the theoretical knowledge study of international trade and international finance, and the theoretical system is relatively rich; Its main task is to study and answer the current global economic problems, which is highly theoretical and practical. However, a single course and method make it difficult for them to study the current situation of the global economy, whether from the understanding and mastery of the basic knowledge of this subject or using relevant theoretical knowledge[6].

##### **(1) Adjust teaching materials and teaching contents**

The teaching content of international economics mainly includes two parts: International Trade and international finance. Due to more knowledge points, the course has less class hours. The main subjects in this course are international trade management and international trade, but for students of this major, these two main teaching contents overlap with other subjects, such as international trade theory and practice and international finance. Therefore, in the setting of courses, we should not only follow the compilation of teaching materials, but make corresponding fine adjustments according to the current situation of the development of the discipline, so as to ensure that teachers teach students more professional knowledge and information within the limited class hours[7].

##### **(2) Adjust online teaching content**

(1) Micro course teaching. The key and difficult contents of some textbooks are entered into the micro class textbooks, and the corresponding videos and short videos are added to the micro class videos to make the abstract problems concrete. In the class of international economics, the teacher recorded 6-8 hours of micro class learning videos based on the course content, time and students' mastery.

(2) Online teaching content. Teachers put the extended content of traditional classroom, international education hot issues, review of knowledge points, writing and other content into online classroom. For example, children can review relevant knowledge points through mobile terminals and mobile clients after class. By integrating modern teaching methods, developing flipped teaching, and realizing the perfect integration of online teaching and offline teaching, teachers can most efficiently improve teaching within the limited educational time[8].

#### **5. Reform of Teaching Methods**

After the optimization of the course, the extension of knowledge points, homework and learning Q & A will be carried out on the main online. In traditional classroom teaching, teachers are more in-depth introduction of knowledge points, analysis and application of knowledge. Therefore, in the modern teaching mode, in the teaching method, case analysis method, problem demonstration teaching method, etc., the traditional teaching mode has also appeared the classroom teaching method and problem guidance teaching method.

##### **(1) Bisection classroom teaching method**

In the teaching of this subject, under the equal teaching method, the modern teaching information technology is integrated into the night rain teaching, and the leader group discussion is

developed. The specific implementation content of this method in the textbook of International Economics:

Grouping. The teacher divides the students into several groups according to the specific class situation. Topics organized by the head teacher. The teacher sets 6-8 topics according to the class situation and time, and decides the specific date of the debate, and the duration of each debate is a certain ten minutes. Debate. When the discussion is going on, the teacher first guides the students into the rain classroom, and then carries out the debate. Specific operations: ① role setting: students need a leader, a timekeeper, a speaker, two writers in each debate, and encourage students to fight independently. ② Discuss. Ten minutes for discussion. ③ Speech: when the ten minute discussion is over, the teacher will ask the speakers of each group to speak at the last minute. ④ Communication between groups. After the speaker speaking time of each group ends, the students in each group will evaluate and ask questions according to their speech content. It takes 30 seconds to ask questions and one minute to answer them. ⑤ Through the two links of speech and evaluation, students vote and choose the best one. ⑥ The team leader of each group will grade the members, and then the teacher will assess each group and each student according to the actual situation discussed by the students. (4) After the students' discussion, the teacher will evaluate and explain the relevant knowledge points[9].

#### (2) Project driven approach

The main content of the textbook "foreign market economy" is knowledge-based, with strong basic theory and practical ability to apply basic theoretical knowledge. However, because learners do not have a deep understanding of relevant professional knowledge, do not understand the global economic development trend, and their mastery of professional knowledge remains superficial and externalized, it is very difficult for learners to use relevant professional knowledge to analyze the current global economic and social development problems.[10]

#### (3) Stimulate students' thinking ability

Through the extensive application of modern computer technology and the effective integration with the "Internet +" idea, in the process of international economics education, the original teaching resources with textbooks as the carrier can be transformed into three-dimensional educational resources with artistic words, images, sounds, animation and images, so as to enrich and interest the knowledge and information of international economics, so as to stimulate students' thinking ability. In addition, the organic integration carriers of information technology and the teaching mode of international economics in Colleges and universities mainly include language laboratory, multimedia classroom, foreign language teaching network platform, library electronic reading room, student network autonomous learning machine room and other supporting facilities. The use of information technology can give full play to these platforms and enrich the form and connotation of International Economics Teaching in Colleges and universities. In the implementation stage, information technology promotes the teaching mode of international economics in Colleges and universities to classify knowledge, teaching, curriculum objectives, teaching methods, management, teaching contents and means, and teaching evaluation, so as to teach students in accordance with their aptitude and comprehensively stimulate students' thinking ability and creativity[11].

(4) Improve the progressiveness and diversity of informatization teaching methods, and improve the teaching informatization quality of international economics professors

In the context of the construction of new liberal arts, international economics teachers in Colleges and universities need to find a balance between information-based teaching and traditional teaching. Although the advantage of information-based teaching in international economics classroom cannot be replaced by traditional teaching mode, it must not be applied mechanically. On the one hand, colleges and universities should create favorable conditions for improving the information literacy of international economics teachers through various channels, and urge

teachers to complete the transformation from "traditional" teachers to "innovative" teachers. In the training process, we can adopt diversified ways to promote teachers' professional growth; Focus on scientific and systematic school-based training programs for all staff, and carry out all-round training on relevant information-based teaching methods, curriculum design, teaching evaluation, etc., so that teachers can constantly update their teaching

## **6. Teaching Reform Ideas: A Specific Way for International Economics in Colleges and Universities to Integrate Modern Information Technology**

(1) Highlight the teaching subject status of students, comply with the requirements of the new liberal arts construction, and realize the interdisciplinary integration. Both the international economics teaching concept and the talent training concept of applying modern information technology in Colleges and universities should comply with the requirements of the new liberal arts construction to reform and innovate, and should not be a simple explanation of international economics knowledge. We should make full use of the means of educational modernization to carry out curriculum synergy and intersection, including the five courses of economics and linguistics, literature, cross-cultural communication, translation, region and country in Colleges and universities. This requires teachers to change their thinking, take advantage of the significant advantages of information technology, efficiently design teaching activities, focus on the dominant position of students in teaching, expand the continuous integration of different disciplines and international economics classes, and enrich students' knowledge. For example, in order to adapt to the characteristics of the new liberal arts, Beijing Foreign Studies University has piloted foreign economics and other professional information chemistry courses, and set up double degree experimental classes, major and minor courses, three links education, etc. through storm classes, Mu classes and other teaching platforms, which has made a lot of beneficial attempts to realize educational informatization and interdisciplinary integration[12].

(2) We should deeply integrate information technology with education and teaching to improve the quality, promote the construction of "golden Courses", and create the golden courses of International Economics under the guidance of "innovation". First, use information technology to create international economics courses and comprehensively expand the independent learning space of international economics. At this stage, the application of new media technology to international economics courses in Colleges and universities is an important measure of information-based teaching, such as the common micro class recording, learning link, nailing, official account push and other ways to carry out international economics golden class activities. Teachers will

The pre recorded teaching micro video and the timely sharing of key and difficult knowledge to the school create an environment for students to actively learn, so as to fully mobilize the enthusiasm of each student and transform negative teaching into active teaching. Secondly, information technology has built an interactive communication bridge for international economics courses. After teaching, teachers must first sort out and summarize the common problems or difficulties of international economics knowledge encountered by students, and upload this part of teaching courseware or video resources to the sharing platform separately. At the same time, urge students to download in time, so that students can learn again. The teacher should assign tasks to the after-school homework, so that the students can improve the learning effect in the process of review and consolidation. Especially for students with poor basic knowledge of international economics, they should communicate with teachers in a timely manner through online platforms to learn what they don't understand again. Guided by the "difficulty", we will create a golden course in international economics. The main purpose of the organic integration of information technology and the construction of the "golden course" of international economics is to improve learning and

performance. To create a difficult international economics course is not to blindly highlight the difficulty and style of the teaching methods of international economics courses, but to teach students in accordance with their aptitude, choose appropriate teaching content and design efficient teaching methods on the basis of teachers' certain information-based quality and according to the international economics course standards, Optimize the complex teaching process, and assign students corresponding difficult international economics course tasks after completing the above links.

(3) Follow the needs of the construction of the new liberal arts, and improve the international economics informatization teaching assessment system

Improving the evaluation system of international economics teaching is an important guarantee for the smooth implementation of information-based teaching reform and innovation. Colleges and universities need to build a corresponding evaluation system while carrying out teaching reform. In the specific implementation, take the digital means as the carrier to optimize the teaching evaluation method. In view of the cross integration of courses and the promotion of the "golden course" project, the original result evaluation method must be canceled, so that the procedural evaluation and the result evaluation can be organically connected. The process evaluation is mainly the evaluation of the informatization effect, specifically the students' classroom performance, the quality of homework completion, online resource integration, etc. teachers need to comprehensively consider the students' mastery of international economics and the cultivation of practical ability, so as to provide a basis for the flexible adjustment of informatization teaching. In addition, we should consider comprehensively from many aspects, including the overall quality of the school, teaching content, teaching methods, the level of mastering students' basic knowledge, experimental classes, students' autonomous learning ability and many other aspects, so as to rationalize the evaluation method. Of course, in the process of implementation, we should fully mobilize a variety of participants, resulting in a situation in which teachers score, students evaluate each other, and a variety of evaluation subjects actively participate. We should use modern means to maximize the innovation of economic education ideas, contents, and methods in Colleges and universities, and avoid making cars behind closed doors. At the same time, it is advocated to adopt a diversified evaluation method combining process evaluation and outcome evaluation.

## 7. Conclusions

The liberal arts construction project in Colleges and universities focuses on forming the structure of higher liberal arts talents with Chinese characteristics and comprehensively improving the quality of liberal arts talents. The orientation of the new liberal arts construction is not simply a change in form, but also a substantive reform of educational content. Taking the construction of new liberal arts as the background, this paper puts forward four ideas for the teaching reform, innovation and practical exploration of the integration of modern information technology in international economics in Colleges and Universities: to realize the interdisciplinary integration, promote the construction of "golden Courses", improve the informatization literacy of English teachers, and improve the informatization teaching assessment system of international economics. In short, under the background of the construction of the new liberal arts, the information-based teaching of international economics in Colleges and universities is bound to become a trend, which will have a certain impact on the traditional teaching concept. Teachers need to actively explore new methods and new ways of information-based teaching of international economics based on "Internet +" thinking, expand teaching ways, and meet the diversified needs of student groups.



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