

Exploration of Mixed Teaching of International Finance Course in Colleges and Universities

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Abstract: In recent years, with the rapid development of the global economy, the demand for international financial talents has been increasing. In the field of financial education in universities, exploring innovative teaching methods and models to enhance students' international financial literacy and practical skills has become an important issue. This study aims to explore the blended learning model for international finance courses in universities and investigate its impact on students' learning outcomes and skill development. This research not only provides new teaching ideas and methods for financial education in universities but also promotes the transformation of traditional teaching models towards modern, personalized, and diversified approaches. Furthermore, it can help students acquire practical skills and innovative abilities in the field of international finance, improving their competitiveness in employment and potential for career development, and thus making a positive contribution to the cultivation of international financial talents.

1. Introduction

In the context of the highly integrated global economy, the development of the international financial sector has led to an increasing demand for high-quality financial talents. As important institutions for cultivating financial professionals, universities face the forefront research topic of how to innovate teaching methods and enhance students' international financial literacy and practical abilities. Blended learning, as a teaching model that combines traditional face-to-face instruction with modern online learning, provides new ideas and approaches for the teaching reform of international finance courses in universities. This teaching method features repeatability, scalability, and personalized customization, meeting the diverse learning styles and levels of students. Therefore, this study aims to explore the blended learning model for international finance courses in universities and evaluate its impact on students' learning outcomes and skill development. The goal is to provide feasible teaching reform solutions for financial education in universities and make positive contributions to the cultivation of international financial talents.

2. An Overview of Hybrid Teaching Method and Its Role in Subject Teaching

2.1. Mixed teaching method

Blended learning is an instructional approach that combines traditional face-to-face teaching with modern online learning. It integrates various forms of learning resources and teaching methods, including practical case analysis, online learning platforms, and team collaboration. By combining classroom instruction with online learning, blended learning provides a more flexible and diversified learning experience to meet the personalized learning needs of students. Students can engage in independent learning and reinforcement through online learning platforms, while also developing problem-solving and collaboration skills through practical case analysis and team cooperation. Blended learning provides more opportunities for interaction and participation, stimulating students' interest and motivation in learning, and fostering the development of their innovative thinking and practical abilities.

2.2. The role of mixed teaching method in teaching

Blended learning provides diverse learning resources that stimulate students' interest and motivation in learning. Traditional face-to-face teaching is teacher-centered, with students passively receiving knowledge. In contrast, blended learning combines various learning resources such as practical case analysis, online learning platforms, and team collaboration, allowing students to actively participate and explore, thereby enhancing their engagement and initiative in learning. Students can engage in self-directed learning and reinforce their understanding through online learning platforms. Additionally, they can also work on projects and case analyses through team collaboration, improving their collaboration and problem-solving skills.

Blended learning can foster students' innovative thinking and practical abilities. The international finance field requires talents with innovative thinking and practical abilities. Traditional face-to-face teaching often focuses on theoretical knowledge dissemination but lacks practical opportunities. Blended learning, on the other hand, enables students to apply their knowledge to real-life situations through practical case analysis and team collaboration, fostering their innovative thinking and practical abilities. Students can identify and analyze problems, propose solutions, and enhance their application skills and innovation awareness through practical experiences.

Blended learning allows for personalized customization to meet students' diverse needs. Each student has different learning styles and levels of ability, and traditional face-to-face teaching often fails to meet the needs of all students. Blended learning addresses this by providing personalized learning resources and pathways through online learning platforms. It allows for customized learning based on students' individual circumstances. Students can engage in self-paced learning according to their own learning abilities and schedules, thereby improving learning outcomes and student satisfaction.

3. Summary of mixed teaching of international finance in colleges and universities

3.1. The teacher's mixed teaching is not proficient and the application efficiency is low

Blended learning emphasizes the combined use of online and offline teaching methods. It starts by guiding students to search for internet-based knowledge before class, laying a foundation for learning. Under the guidance of teachers, students expand their foundational knowledge to improve the quality and level of learning, achieving high-quality teaching. However, research on blended learning in international finance courses at universities reveals several issues. Many teachers are not proficient

in the application of blended learning methods. In the actual teaching process, problems arise such as uneven distribution of teaching content, unscientific and unreasonable scheduling of teaching time, and low proficiency of teachers in blended learning. Students find it difficult to timely and effectively understand, analyze, and apply the content explained by teachers. The presence of gaps in teachers' instruction reduces the overall learning efficiency and affects students' learning, mastery, and application of knowledge in international finance courses.[3].

The main reason is that the teachers did not carry out relevant research on their mixed teaching of international finance. In order to quickly complete the tasks assigned by the superior leaders in the teaching process, they simply analyzed the overall structure and mode of mixed teaching, and carried out teaching work based on their own teaching experience. However, once many unexpected teaching problems are encountered in the actual teaching stage and cannot be solved in a timely and effective manner, it will lead to the decline of the effectiveness of the overall mixed teaching and seriously slow down the efficiency and teaching development of teachers' international finance course.

3.2. Teachers attach importance to mixed theoretical education and neglect teaching practice

In the current blended learning process of financial courses in universities, although many teachers are aware of the application measures and approaches of blended learning methods, and have achieved certain improvements in teaching quality through innovative optimization and improvements in teaching methods, overall, the teaching philosophy adopted by teachers remains outdated and obsolete. It is characterized by an excessive emphasis on theoretical knowledge explanations, limited frequency of practical teaching, and a predominant presence of traditional education in the field of blended learning. As a result, students gradually develop a sense of aversion to the dull and monotonous lectures on financial course knowledge, which hinders the progress and advancement of subsequent teaching work. Moreover, students may experience reduced learning motivation and lower learning outcomes in the subject due to prolonged exposure to theoretical knowledge explanations.

Investigations and analyses have revealed that the main reason for this situation is that teachers have not updated their teaching philosophy, focusing more on theory than practice in the teaching process. Especially for financial courses, which require strong practicality, neglecting students' practical education and training in the entire teaching domain may result in producing graduates who possess theoretical knowledge but lack corresponding practical skills. This, in turn, may affect students' alignment with relevant work after graduation.

3.3. The dominant power of mixed teaching lies with teachers rather than students

It is well known that students generally possess good learning qualities and literacy when they enter university. In the teaching process, it is important to not only focus on theoretical knowledge explanations and the application of practical teaching but also provide students with sufficient space and time to verify their mastery of the learned knowledge.

However, many teachers tend to dominate the classroom teaching, and students mostly passively follow the footsteps of the teacher to learn international finance-related knowledge. This can easily lead to students developing a dependency mentality. Once they are separated from the guidance of the teacher and face unfamiliar problems, students may struggle to solve them in a timely, effective, and high-quality manner. This can undermine students' confidence in their own learning, create a sense of aversion, and eventually lead to a disinterest in the subject.

The main reason for this issue is that teachers fail to distinguish between primary and secondary roles in the blended learning process. They still position themselves as the leaders of classroom teaching, expecting students to follow their footsteps in learning the key points of relevant knowledge.

Some difficult knowledge and problems are presented through direct instructional methods, encouraging students to imitate without focusing on whether students truly understand the underlying concepts. Furthermore, there is a lack of corresponding teaching practice validation. As a result, students' learning efficiency weakens over time, and they develop a sense of dependency on the teachers. This may manifest as disengagement, lack of concentration, and other issues in the classroom.

4. Exploration on the mixed teaching method of international finance in colleges and universities

4.1. Improve teachers' awareness of mixed teaching and teaching attention

In the current stage, whether teachers adopt blended learning methods in the teaching process of international finance majors depends on their teaching will and awareness. Only when teachers attach importance to the application of blended learning methods in the teaching of international finance and increase the frequency of application in the curriculum teaching can the method play its advantages of online and traditional teaching, ensuring teaching quality, stimulating students' interest in learning, optimizing students' learning efficiency, and promoting their further growth and development in this field.

Therefore, schools should focus on promoting the use of blended learning by teachers, especially in the field of international finance education. The school can invite teachers to participate in seminars on blended education methods, exchange experiences of applying blended learning methods in various disciplines, and demonstrate the benefits and advantages of blended learning methods. This will increase teachers' emphasis on teaching and ensure that they can further enhance their understanding and analysis of this teaching method in subsequent stages. Furthermore, it will demonstrate the quality and effectiveness of teaching methods in the field of international finance.

4.2. Improve the application level of teachers' mixed teaching method

In order to fully leverage the teaching effectiveness of blended learning and improve overall teaching quality, teachers need to not only understand the essence, key points, processes, and functions of blended learning methods but also conduct in-depth research and accumulate corresponding teaching experience through practice. This will enhance their overall teaching level and quality, contribute to the innovation and development of international finance education in the next stage, and further cultivate students' subject literacy and learning qualities.

To achieve this goal, teachers need to enhance their analysis and understanding of blended learning. They can search for the origin and historical development of blended learning methods through the Internet or library resources. By integrating teaching research materials and referring to other teaching cases during the teaching process, they can learn from and imitate excellent teachers' application methods while considering their own teaching characteristics and experiences. This will optimize the content of blended learning, improve teaching quality and level, and ensure that their teaching qualities meet the learning needs of students in the field of international finance, thereby enhancing students' motivation and learning outcomes.

4.3. Return classroom leadership to students and increase the proportion of practical teaching

International finance courses emphasize practical learning. In the teaching process, it is important to not only emphasize students' grasp of theoretical knowledge but also help them accumulate sufficient practical experience in finance. This can promote students' quick integration into relevant

work after graduation, improve their employability, and ensure their further growth and development in this field.

Therefore, teachers need to clarify their relationship with students in the classroom under the application of the blended learning model. While recognizing themselves as educational guides, they should return classroom leadership to students and ensure that students become the masters of the classroom. This can facilitate knowledge acquisition and practical application. Meanwhile, by increasing the proportion of practical teaching, students can analyze and solve international finance case studies based on the knowledge they have acquired, helping them accumulate sufficient knowledge and experience in international finance and enhancing their practical skills. This will lay a solid foundation for their future work.

4.4. Supplement teaching with various methods

Modern education emphasizes diversified teaching methods, and blended learning in higher education is no exception. This teaching method combines online and offline approaches, using videos, audios, and other forms to facilitate learning in different environments. Moreover, universities can update learning materials and lecture notes in a timely manner through online resources.

For example, some universities offer online courses where students can watch lectures, complete assignments, and take exams through the internet. Additionally, online platforms allow students to search for relevant materials, participate in online discussions, and join study groups, enhancing their self-learning abilities.

Furthermore, practical teaching is an important component of blended learning in higher education. Through practical teaching, students can apply the theoretical knowledge they have learned to real-world scenarios, improving their practical skills.

To achieve this, teachers can guide students to participate in practical projects, such as internships, research, or investment practices, in conjunction with blended learning. By engaging with real business and financial situations, students can deepen their understanding of financial practices. Additionally, some universities organize financial competitions where students simulate investments in a small-scale, free environment, enhancing their investment concepts and risk awareness.

5. Conclusion

To sum up, the effective application of the hybrid teaching method in the teaching process of the international finance course is mainly reflected in the teachers' teaching awareness and whether the students themselves have the corresponding learning quality and interest. Teachers should optimize and innovate around teaching awareness and teaching methods in combination with teaching problems and current teaching situation, return the teaching dominant power on the premise that students are the masters of the class, let students grasp relevant knowledge of the international finance course and exercise their application ability in combination with practical exploration, give full play to the advantages of hybrid online and offline teaching, and keep students in a positive state throughout the subsequent learning process, improving the overall learning effectiveness.

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