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RESEARCH ON THE COURSE DESIGN OF INTERNATIONAL ECONOMICS UNDER THE "DOUBLE CYCLE" PATTERN: TAKING UNDERGRADUATE EDUCATION AS AN EXAMPLE

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ABSTRACT

The triple impact of Sino-US trade friction, century epidemic situation and Russia-Ukraine conflict is pushing China to accelerate the pace of building a "Double Circulation" pattern. Under this background, diversified, comprehensive and advanced economic and trade talents are urgently needed for the high-quality development of China. Based on the demand of economic and trade talents in the "Double Circulation" pattern and the problems existing in the course content and teaching arrangement of undergraduate International Economics, this paper puts forward some suggestions for constructing the "Double Circulation" pattern of International Economics teaching mode.

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INTRODUCTION

Through the Reform and Opening up, China has promoted trade liberalization and continuously integrated into economic globalization, which has made remarkable achievements in the world and made important contributions to the development of the world economy. In other words, China is an important beneficiary and a major promoter of economic globalization and trade liberalization. At present, China has changed from extensive export mode to "two markets+two factors" development mode. How to promote China's transformation to high-quality development through domestic and foreign "Double Circulation" mode is not only an important stroke to write a good story of China, but also an important driving force for the recovery of the world economy.

Economic globalization is accompanied by frequent trade frictions. In particular, in 2018, the Sino-US trade friction escalated, which had an important impact on both China and the United States and even the world economy. Although through eleven rounds of negotiations, in January 2020, China and the United States reached the first stage agreement on Sino-US trade. However, the uncertainty of Sino-US trade relations will not disappear. On the other hand, the related theories of International Economics are constantly challenged

by practical problems. For example, trade liberalization has continuously improved the overall welfare level of both sides of the trade, so why do trade frictions and economic globalization go hand in hand in reality? This requires adding more realistic factors to the rigid theoretical knowledge. Especially, in the face of increasing uncertainty risks at home and abroad, how to improve students' ability to effectively identify risks in international economic activities and manage them, and how to cultivate professional compound talents who integrate feelings of home and country and professional skills will be an important link for China to accelerate the construction of "Double Circulation" pattern and promote high-quality economic and trade development.

At the beginning of 2020, the outbreak of COVID-19 epidemic and global pandemic spread all over the world, and the resilience and anti-risk ability of economic globalization were seriously challenged. The increasingly complex international economic environment has become more severe, making the unprecedented changes in the past century more complicated. In 2021, General Secretary Xi Jinping once again emphasized the importance of digital economy and service trade to China's economic development. Under the digital economy, digital trade and cross-border electronic commerce's new format, new elements such as technology, data and services will play a more

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important role in the international and China's economic development process, and the challenge (development and security) and expansion of international economic theory and practice caused by digital economy will also be more important.

After nearly 40 years of rapid development, China has entered a new development stage and historical position. The "Double Circulation" pattern has rich connotations: on the one hand, the main social contradictions in China have changed, profoundly revealing the staged characteristics of economic and social development; On the other hand, in the face of international problems such as the recession of the world economy and the aggravation of global problems, "Community of Shared Future for Mankind" embodies China's role as a great power. It is worth noting that the road of economic globalization and trade liberalization must go on, but the idea of building high-quality development and common development needs to be given. In the process of building a new development pattern of "Double Circulation", on the one hand, China will further expand its open energy level; on the other hand, it is necessary to build a system of internal and external circulation to build a high-quality development and resilience of China's economy. To coordinate the domestic and international situations, new international relations and the construction of Community of Shared Future for Mankind need all-round efforts, including economic and trade talents. Therefore, it is of great guiding significance to cultivate diversified and comprehensive talents with the times for undergraduate teaching and management, especially in terms of material selection, curriculum design and teaching methods of International Economics, the core course of economics and management major designated by the Ministry of Education. China's future economic development and international economic activities will pay more attention to the balance between development and security, which is inseparable from the cultivation of economic and trade management talents. For International Economics, the core course of economic and trade management major, how to cultivate a large number of compound talents through the course teaching reform is an important aspect of professional talents training in the post-epidemic era.

The Cultivation of Economic and Trade Talents in the Double-Circulation Pattern

The construction of the "Double Circulation" pattern needs to coordinate both domestic and international situations, which should be the foothold of talent cultivation in new Time Finance colleges and universities, and also the teaching goal of International Economics. Internally, it is necessary to recognize the change of domestic development connotation, and talent cultivation should pay attention to cultivation, team awareness and other aspects; Externally, although globalization is deepening, unfavorable factors such as complicated international relations require more solid theoretical knowledge of economic and trade, professionals who are familiar with international trade, international negotiation and skills, and professionals who can accurately judge international relations. To sum up, the training of economic and trade talents under the background of "new era" needs to pay attention to the following aspects.

Consolidate the professional knowledge base

On the one hand, on the basis of solid theoretical knowledge of International Economics and foreign trade, we should

strengthen the analytical ability to see the essence through phenomena, so as to better grasp and handle increasingly complex international economic phenomena and international relations. On the other hand, putting solid basic knowledge into practice can effectively combine theory with practice, so as to better help enterprises, scientific research units and even government departments.

Big data analysis ability

The era of big data is the product of management informatization, education informatization and the rapid development of enterprise modernization, which makes all industries need talents with data analysis. Therefore, the cultivation of economic and trade talents should also keep pace with the times and pay attention to students' big data processing, analysis and decision-making ability, so as to better meet the talent demand of economic and social development in the "new era".

Team cooperation and communication skills

With the deepening of globalization, economic and political multi-faceted international problems are more complicated, and teams with good communication and cooperation spirit are needed to deal with them. Therefore, schools need to pay attention to the cultivation of students' relevant abilities.

All in all, under the background of accelerating the construction of "Double-Circulation" pattern, economic and trade talents' abilities are required to be more diversified and specialized, so that they can better meet the needs of China's economic and social development, which also points out the direction for the reform of the course arrangement and teaching of International Economics.

Characteristics of Undergraduate Course International Economics

Characteristics of course content

The selection of teaching materials needs to be more reasonable

At present, the textbooks of International Economics for undergraduate students can be roughly divided into three categories: domestic edition, English edition and Chinese translation edition, but all three types of textbooks are unreasonable. First of all, the domestic textbooks are aging, which makes it difficult to reflect the latest research results in the field of international economics and lacks a reasonable explanation for the newer international economic phenomena. Secondly, the English version of the textbook contains cutting-edge hot topics with moderate difficulty, which is conducive to guiding students' learning. However, the content is centered on European and American countries, and the explanation of China phenomenon is not enough or even wrong, especially it can't meet the connotation of China's "Double Circulation" pattern. Finally, the Chinese version translates classic English textbooks. Besides the shortcomings of the English version, translation errors and lack of logic are common.

The content system is complicated and lagging behind

First of all, there are many contents: the contents of most textbooks of International Economics are roughly divided into 20 chapters, including two parts: international trade and international finance. The former mainly focuses on the causes, modes and benefits distribution of international trade, while the

latter mainly studies the utilization and transmission mechanism of related resources from the monetary level.

Secondly, the content is difficult: mathematical derivation, model proof, graphic deduction and practical test are difficult to some extent, especially when there are more contents. Finally, the content is lagging behind: taking the part of international trade as an example, all textbooks include mainstream trade theories (classical trade theory, neoclassical trade theory and new trade theory), but there is basically no explanation of the "new new trade theory" and the global value chain theory that prevailed after 2003, thus lacking explanations for some new concerns.

The relevance and logicity between chapters are not strong

First of all, although the course of International Economics is rich in content, many chapters have little relevance in design and great differences in difficulty, especially the international trade part and the international finance part can basically be regarded as two independent courses.

Secondly, there are many knowledge points in the content and they are scattered. The introduction and arrangement of theories are basically in accordance with the time sequence in which theories are put forward or formed, and there is a certain lack of series connection among different theories. Moreover, it is difficult to form a unified or logical analysis system without unified analysis methods, which is not conducive to the establishment of students' analytical thinking system.

Characteristics of teaching arrangements

The class hours are tight and the pressure of teaching and learning is high

Compared with the content and difficulty of International Economics, the teaching schedule of a single semester (at most) with a total of 48 hours is very tight. Teachers' heavy teaching tasks and students' heavy learning pressure affect the quality of teaching and learning to a certain extent.

The prerequisite courses have higher requirements

The prerequisite courses of International Economics include western economics (micro-and macro-economics) and advanced mathematics, and bilingual or English courses also need college English as the foundation, as well as investment and finance courses. The high requirements of prerequisite courses are reflected in the large number and difficulty.

Teaching in large classes is the mainstay

Take financial institutions as an example. As a specialized course or basic required course for economics and management majors, most of the courses of International Economics are taught in large classes.

The assessment method is single and the effect is not obvious

The assessment method is single and the effect is not obvious. As a specialized course or basic required course, the examination method of International Economics is closed-book examination, hitchhiking or visiting. The phenomenon of cramming is widespread, and the effect and significance of teaching and assessment are debatable.

Problems in the Teaching of International Economics

Combined with the above-mentioned contents and teaching arrangements of International Economics, it is not difficult to

find that these characteristics determine the difficulty of the teaching and learning of International Economics, and at the same time highlight a series of problems. "International Economics" course has many contents and is difficult, and the teaching can't take all the contents into account. Invisibly, teachers have the following problems in the teaching process.

Teaching materials are narrow and lack of "China elements"

Although the textbooks of International Economics are divided into three categories, the use of English textbooks and Chinese-translated textbooks is more and more common, which can expose teachers and students to more advanced theories in the world. However, the effective "China element" is not taken into account, which deviates from the reality of China to some extent, which is inconsistent with the connotation of China's "double circulation" pattern.

Subjective choice of teaching content arrangement

Due to the complexity of the content system of International Economics, many teachers will subjectively give up part of the teaching in the course arrangement, which makes the original content lacking in certain logic become piecemeal learning, which is not conducive to the establishment of students' thinking system and the training of their analytical ability. At the same time, it will also provide an excuse for some teachers' discounted teaching attitude (arbitrarily arranging the teaching contents and teaching plans are useless).

The traditional "full house irrigation" method is more common

In order to complete the teaching content, there are many phenomena in the teaching process of International Economics, such as catching up with the progress and teaching for the sake of teaching: taking PPT as the center, following the textbook and lacking effective interaction, not distinguishing the important and difficult points of knowledge points, and being unable to give consideration to the acceptance effect of students. The way of "full house irrigation" makes it impossible to form effective communication between teachers and students and between studies. It is useless to cultivate students' learning enthusiasm, systematic analysis ability and practical problem-solving ability, and it will also affect teachers' enthusiasm for teaching.

The teaching method is single and cannot keep pace with the times

The era of "internet plus" has already arrived, but the teaching methods of most courses of "International Economics" are still single, with the textbook content as the sole basis, and lack of attention to current events (such as Brexit, Sino-US trade conflicts, etc.), mainly because real cases that happen in time cannot be obtained from the Internet, thus making the theory and practice seriously out of touch, which is not conducive to the cultivation of economic and trade talents needed for speeding up the construction of China's "double circulation" pattern.

Large class teaching does not conform to the efficiency logic of economics

Although large class teaching saves teaching cost, it reduces efficiency. First of all, large class teaching can't achieve effective classroom discussion, and students' participation in classroom learning is inefficient. Secondly, students'

enthusiasm can't be fully and effectively mobilized, and the phenomenon of "hitchhiking" and "people are in the camp of Cao, but their hearts are in Han" reduces the teaching effect.

The assessment mechanism is single and rigid

As a specialized course or basic required course of economics and management major, the course examination of International Economics is basically a final closed-book examination, and the signs of examination for the purpose of examination are obvious. Assessment is the continuation of the teaching process, not the end. It is to enable students to strengthen their learning effect and lay the foundation for future study. In fact, a single and rigid assessment mechanism is detrimental to both teachers and students.

As far as teachers are concerned, only a fixed number of questions can be used to assess students' learning effect, thus obliterating teachers' concept of "development", which is not conducive to teachers' future research and teaching, and what they can't do is to contribute to the cultivation of "Double Circulation" pattern economic and trade talents.

For students, the rigid assessment mechanism inhibits their enthusiasm for learning and their desire for self-study, and rote learning and cramming will only make students stay in "economics in notebook", which is not conducive to the cultivation of talents. This not only deviates from the teaching goal of International Economics, but also deviates from the development goal of the "new era".

Suggestions on Optimizing the Teaching Model Of International Economics Serving The "Double Circulation Pattern

Under the "Double Circulation" pattern, the cultivation of economic and trade talents can't be separated from the joint efforts of teachers, students and school teaching management departments. In view of the problems existing in the current teaching process of International Economics, the following changes need to be made

Combining "China elements" with classics-localization of teaching materials

The selection of teaching materials is closely related to the teaching effect and talent cultivation, as well as the cultivation of economic and trade talents in the "new era". Incorporating "China elements" into classic textbooks not only satisfies the existing theoretical system, but also conforms to the characteristics of China. The localization of textbooks is more in line with the development connotation of accelerating the construction of "double circulation" pattern. At the same time, the textbook should be updated in time in combination with international and domestic current affairs hot spots, typical cases and data, and the relevance and logic of textbook arrangement should be emphasized, so as to stimulate students' interest in learning.

Teaching content is moderately differentiated

On the one hand, schools should attach importance to students' acceptance ability and learning efficiency, reasonably arrange training programs, split international economics into two courses or two semesters, and avoid repeated teaching of different courses, so as to optimize curriculum resources and improve teaching efficiency. On the other hand, due to the unbalanced development of China, the orientation and specialty

characteristics of colleges in different regions are also different. Therefore, it is scientific and feasible to set different teaching contents for different schools and specialties. At the same time, the teaching content can be combined with current affairs hotspots and teachers' own scientific research, which not only meets teachers' work needs of combining teaching with scientific research, but also helps students to apply theoretical knowledge and better solve practical problems.

Teaching methods keep pace with the times

On the premise of reasonable teaching arrangement and content, teaching methods should be diversified: important theoretical knowledge is mainly taught in class, which is conducive to students' study of models, formula derivation and analysis methods; Case and current affairs focus teaching adopts network platform and group discussion, which is beneficial for students to put textbook knowledge into practice; Short video, Mook teaching and other methods can be used for students to consolidate and review after class, so that students can learn more pertinently.

Of course, we can make use of all available resources, build a more connotative online learning platform, combine multimedia, big data, "internet plus" and cloud platform, make full use of the existing online platform, and conduct multi-channel learning that is more interactive and keeps pace with the times across schools and regions. Arouse students' enthusiasm, improve teaching quality and students' learning effect.

The mode of combining large classes with small classes

Combining with the development of the school and the differences of students' interests, we should adopt the differentiated mode of large class and small class for students of different majors, so as to meet the needs of diversified talents training. Among them, the small class model is suitable for about 30 students, and the combination of group learning and individual learning is conducive to the implementation of "student-centered, teacher-led" participatory teaching.

Establish a diversified assessment mechanism

As the core basic course of economics and management major, International Economics plays an important role in the continuation of the course, and it also has an important influence on students' learning interest and the establishment of economic thinking system. Therefore, the "achievement-only theory" lacks certain rationality. Course examination can be changed from a single closed-book examination to course papers, group and individual debates, which can not only tap students' interest, improve their interest in learning, but also help to cultivate students' autonomous learning ability, critical thinking ability and creativity.

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