

## Teaching Reform of Bilingual Course of Financial Market in Application-oriented Universities

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**Abstract:** With the continuous development of world productive forces and the rapid development of the world economy, international finance has become a link between countries. The application-oriented undergraduate colleges aim at cultivating application-oriented and practical talents. Application-oriented and practical talents have become the leading force for social development and progress. The teaching of national finance courses should also follow the trend, and reform should be aimed at cultivating talents in the applied finance industry. The purpose of this article is to study the teaching reform of bilingual courses in international financial marketing in application-oriented university. This article starts with the connotation of the bilingual course of international financial market science and analyzes some problems existing in the teaching of bilingual courses of international financial market science in applied undergraduate colleges. The experimental results show that the teaching reform of bilingual courses still needs to be carried out, aiming at the existing problems in the teaching of bilingual courses in the financial market. This paper proposes corresponding reform methods, including reform of curriculum settings and teacher allocation, selection of teaching materials, reform of classroom teaching methods, and reform of homework and assessment methods. In the experimental part, a questionnaire survey was used. The experimental subjects were 400 students of 2017 and 2018 in a university. The survey results show that only 25.9% of students like bilingual courses.

### 1. Introduction

In recent years, with the development of world economic integration and the deepening and promotion of the "Belt and Road" initiative, China's financial market has become increasingly international, and its financial business with other countries has become more frequent. Therefore, in the next few years, China will need plenty of talents who have not only financial related knowledge but also be proficient in financial business negotiation and communication in English. Therefore, an application-oriented university needs to offer bilingual courses in international finance. It can not only help students master the necessary financial knowledge, but also help students increase their professional English vocabulary through a bilingual teaching model, and train them to have an international perspective and international competition. Talents in the financial industry that meet the needs of the new era.

The Ministry of Education determines the international finance course. It is a core course and a basic professional course offered by economics and management majors in colleges and universities. It is a comprehensive, theoretical, practical, and time-honored course [1, 2]. With the deepening of economic and financial globalization and integration, especially after China's accession to the WTO, the financial industry has further opened up, and many economic and financial sectors need a large number of high-quality application-oriented professionals familiar with international financial practices [3- 4]. Therefore, in order to cultivate more high-quality financial application-oriented talents, combined with the characteristics of international finance courses, it is of considerable significance to explore the reform of the teaching methods of international finance courses in applied undergraduate colleges [5, 6].

This article first briefly explains the content of the bilingual course of international financial

market science, and then analyzes some problems in the teaching of the bilingual course of international financial market science in applied undergraduate colleges. Then, given the existing problems in the teaching of bilingual courses in international financial market science, this paper proposes corresponding reform methods, including reforms in curriculum setting and teacher allocation, selection of teaching materials and reform of classroom teaching methods, and reforms of homework and assessment methods [7].

## **2. Method**

### **2.1 Bilingual Courses in International Financial Markets**

International finance (international finance) mainly uses economics theory to study economic and financial activities such as goods and services trade, capital and capital turnover, and value flows between countries and regions and analyzes its internal laws. Its main research objects are international exchange, international Settlement, and the international monetary system, etc. [8]. It can provide not only analytical tools and basic theoretical frameworks for explaining most of the international financial and economic activities, but also provide relevant theoretical guidance for individuals, companies, and governments to participate in international economic activities. The main teaching content of this course is mainly divided into the following seven parts: balance of payments, international exchange, international automatic adjustment mechanism, the relationship between international exchange and balance of payments, the exchange rate system and currency crisis, and open economy macroeconomic policies and relevant knowledge of international banks [9-10]. In order to broaden the students' international perspective and strengthen the ability of international financial business negotiation, international finance should be taught in a bilingual mode. This model can provide students with as many opportunities as possible to learn and practice professional vocabulary while teaching basic international financial knowledge.

### **2.2 Major Problems Existing in the Bilingual Courses of International Financial Markets in Applied Undergraduate Colleges**

#### **(1) Teaching concept needs to be further improved**

Some teachers have inaccurate consciousness in the orientation of talent cultivation in applied undergraduate colleges. For example, some teachers understand application-oriented universities as research colleges, and some teachers equate application-oriented universities with higher vocational colleges. Due to the teachers' misunderstanding of the orientation of talent training, their teaching concepts adopted in specific teaching are different, which affects students' understanding and mastery of the knowledge system [11]. International finance is a course with a close connection between theory and practice. Therefore, an accurate understanding of the teaching concept can enable teachers to better engage in the teaching of this course.

#### **(2) Single teaching method and method**

At present, the teaching methods and methods adopted by bilingual teaching teachers are relatively single, mainly teaching methods and multimedia teaching [12]. The advantage of the teaching method is that it is purposeful and planned, but the disadvantage is that it is easy for students to become dependent, and the learning initiative is not strong. Multimedia teaching uses modern technology to improve teaching efficiency and stimulate students' interest in learning to a certain extent. However, due to a large amount of information, teachers spend much time explaining and reduce interaction with students. Therefore, to improve students' learning initiative and further stimulate their interest in learning, we must improve teaching methods and methods.

#### **(3) Insufficient teachers in bilingual teaching**

At present, the bilingual teaching staff of applied undergraduate colleges is insufficient, which brings difficulties to bilingual teaching. Teachers who can serve bilingual studies must have a high level of English and a professional knowledge base. However, the existing problems are that old teachers with higher professional knowledge do not have a high level of English, and young teachers with higher English levels do not have deep professional knowledge, which affects the

development of bilingual teaching. Due to the reasons of most application-oriented undergraduate colleges, they have fewer opportunities to jointly run schools with foreign universities, coupled with the shortage of funding of the university, etc., they have fewer opportunities to provide teachers with training abroad, which also restricts bilingualism. The teaching went smoothly.

(4) Bilingual teaching incentive mechanism and assessment methods need to be improved

Bilingual teaching has higher requirements for teachers, so teachers must spend more energy on searching for materials, preparing lessons, and correcting assignments, carrying out bilingual teaching for students better. At present, many applied undergraduate colleges follow the assessment mechanism of general courses. No additional reward is given to the workload of bilingual teaching, and there is no corresponding research funding or less for bilingual teaching reform research, which leads to teachers' enthusiasm for bilingual teaching. Not high or formal. Students also have a serious attitude to the evaluation of teachers' bilingual teaching, and it is difficult to truly and effectively reflect the teaching level of teachers, which affects the improvement of teaching quality to a certain extent. If this situation is allowed to develop, it will not be conducive to the improvement of teachers' teaching level or the improvement of students' knowledge level. As for the assessment of student performance, the traditional evaluation method stays; that is, the final assessment is mainly based on the final examination and supplemented by the usual assessment. Although this method is intuitive and simple to use, it is not good for improving students' learning interest and correct learning attitude.

### **3. Experiment**

#### **3.1 Experiment Purpose**

The curriculum is the core of school education. The effectiveness of curriculum implementation is related to the realization of training goals. The quality of bilingual courses determines the success of bilingual courses in international financial markets. Therefore, this research has the following two research goals:

(1) Deepen into the real bilingual classroom of international financial market science, comprehensively use multiple methods such as literature method, interview method, questionnaire survey method to understand the characteristics and status of bilingual course implementation, and have a comprehensive grasp of the advantages and problems in implementation. Instead of just looking for problems and ignoring strengths, let us not just look at advantages and ignore problems.

(2) Summarize the advantages of implementing the bilingual curriculum of international financial market science and draw on the experience that can be borrowed to carry forward; analyze the problems in the implementation of the curriculum, find the reasons for the problems, and propose some solutions to the problems. The implementation of the course puts forward some feasible and constructive measures and ideas.

#### **3.2 Subjects**

The survey object is an undergraduate college of finance and economics in a certain city, which has an international financial college. In order to ensure the representativeness of the samples, students in grades 2017 and 2018 randomly selected some students from international financial market studies as survey objects. A total of 400 student questionnaires were distributed, and 382 student questionnaires were recovered, of which 370 were valid, and the effective recovery rate was 92.5%. Therefore, this survey is credible and effective.

#### **3.3 Experimental Methods**

Based on the research of other scholars and related questionnaires, a "Survey Questionnaire on the Teaching Status of Bilingual Courses in International Financial Markets in Undergraduate Colleges" was compiled. Students' opinions on bilingual courses were surveyed through college students' emphasis on bilingualism, learning interest in bilingual courses, students' views on the content of bilingual courses, conventional methods for learning bilingualism, and evaluation of

bilingual learning.

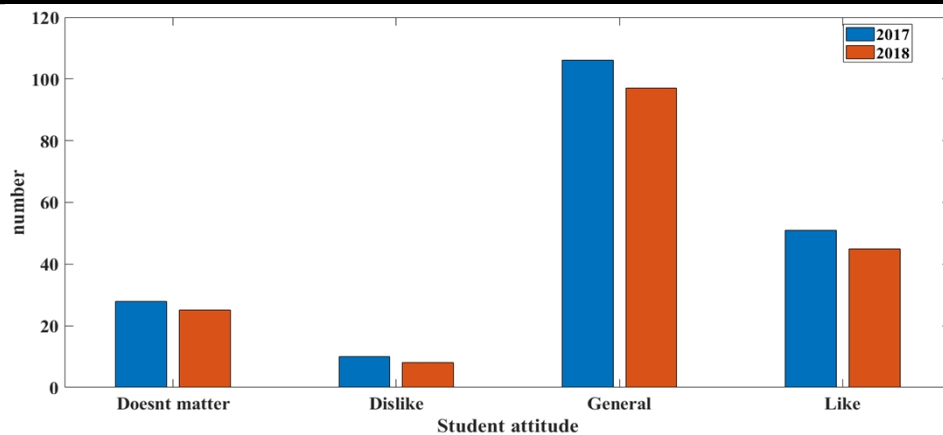
## 4. Discussion

### 4.1 Experimental Results and Analysis

The degree of students' love is not only an important indicator to measure the teaching level of bilingual courses in international financial market sciences, but also the driving force to promote the reform and development of bilingual courses. Judging from whether students like to take bilingual classes, 25.9% of the 370 valid questionnaires returned liked the bilingual courses; 54.9% of the students held a general attitude towards the bilingual courses; only 4.9% of the students did not like them Bilingual courses; 14.3% of students are indifferent to bilingual courses. It can be seen that only one-quarter of students like bilingual courses, and other students have a neutral attitude towards bilingual courses, indicating that students are not interested in learning bilingually. The experimental results are shown in Table 1 and Figure 1.

**Table 1.** Experimental results

	Does not matter	Dislike	General	Like
2017	28	10	106	51
2018	25	8	97	45



**Figure 1.** Experimental results

### 4.2 Suggestions on Promoting the Teaching Reform of Bilingual Courses in International Financial Markets

#### (1) Reform of curriculum and teacher allocation

The international financial teaching content contains much theoretical knowledge about economics and finance. The knowledge itself has a certain degree of difficulty to understand, and the bilingual teaching model makes students need to spend more time and energy to master and understand them. Therefore, the setting of the international financial bilingual curriculum needs to meet two conditions: one is the 48-hour class schedule, and the other is that the teaching target must be students who have completed the required courses related to finance and the public English courses of the university. Adequate class hours and pilot courses ensure that students have enough time and foundation to learn relevant knowledge, and give teachers plenty of class time to explain the problematic points of knowledge for students and arrange extended case analysis and other in-class practices.

#### (2) Selection of teaching materials and reform of classroom teaching methods

The teaching of the international financial bilingual course should use the original English textbooks, preferably related to the assessment of international professional qualification certificates related to the financial industry, such as CFA (Chartered Financial Analyst). The all-English textbooks help students improve their English level in the process of reading the textbooks and learn international analysis logic. On the other hand, the textbooks related to the certification are

more in line to run the undergraduate talents required by the application-oriented colleges and universities, which will help to infiltrate some of the relevant knowledge of the qualification certification assessment in teaching, thereby helping students to reduce the pressure on certification and increase employment chips. The textbook is concise in content and detailed in the analysis process, and includes relevant international financial cases in recent years. The teaching content of international finance is plentiful, and the knowledge structure is complicated. Among them, complicated theories and calculations cause headaches for students. The bilingual teaching model also involves the understanding and application of professional vocabulary. The selection of English textbooks with various contents and comprehensive knowledge will not only put pressure on students but also force teachers to adopt a full-fledged teaching mode to complete the goal of speaking this book. Such teaching is often a waste. Time and energy on both sides. The streamlined teaching materials can enable students to study and practice the knowledge fully and professional vocabulary they have learned, to achieve the purpose of learning a little bit.

### (3) Reform of operation and assessment methods

#### 1) Operation layout

Assigning homework is not only a review of the learned knowledge but also a vital introduction link for teaching new lessons. As mentioned earlier, the homework commentary can be used as an introduction to help students practice oral English and allow students to enter the learning state quickly. The assignments of the international finance bilingual course are mainly divided into after-class assignments and chapter exercises. The former is mainly based on professional vocabulary recitation, supplemented by subject-related subjective analysis questions. The latter is related to objective questions in each chapter.

#### 2) Assessment method

The assessment of international financial bilingual courses should complement the classroom teaching content and assignments, and should not merely use English for boring closed book examinations. Closed-book exams in pure English often lead students to learn for the exams but do not remember, and it is easy to cause higher failure rates in classes with poor English proficiency, which makes it challenging to achieve the teaching purpose of promoting learning through exams. Therefore, the assessment of the international financial bilingual course should be divided into three parts, including ordinary homework and classroom performance, in-class practice, and a final English closed book exam.

## 5. Conclusion

With the continuous development of global economic integration, and the internationalization of education, the talent training methods of applied undergraduate colleges are also changing. Therefore, it is necessary to integrate the relevant knowledge of international finance courses with English knowledge and avoid the traditional teaching methods that are too theoretical and systematic. It is believed that with the continuous efforts of schools, teachers, and students, through the establishment of a set of effective evaluation systems and incentive mechanisms, the teaching effect of international financial bilingual courses will continue to improve.

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