

New Exploration of the Curriculum System of International Economics and Trade under the Background of New Liberal Arts

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Abstract: *The major of international Economics and trade is a very comprehensive discipline. This paper aims to explore the new direction and new ideas of the curriculum system of international economics and trade under the background of new liberal arts. Through the analysis and evaluation of the existing curriculum system, combined with the trends and needs of the international economic and trade field development, a series of suggestions and measures for curriculum reform are put forward. This paper uses questionnaire survey and interview to collect and organize a large amount of data and information. Survey data showed that 22 percent of students were dissatisfied with the practicality of their courses.*

Keywords: *New Liberal Arts Background, International Economy and Trade, Curriculum System, New Exploration*

1. Introduction

Under the background of new liberal arts, the new exploration of the curriculum system of international economics and trade is to adapt to the change of social and economic development and the demand of job market, and to better cultivate talents with international vision and comprehensive quality. In this context, the curriculum system of international economy and trade major needs to make a series of adjustment and update. Through the combination of practice and theory, interdisciplinary integration, humanities and social science learning, and the cultivation of innovative thinking and international competitiveness to improve students' comprehensive literacy and competitiveness, in order to adapt to the current social and economic development and the needs of the job market changes.

The major of international economics and trade is an emerging comprehensive applied discipline. It combines multiple courses, including economics, management, and sociology. Many scholars have studied the curriculum system of international economics and trade majors. For example, some scholars believe that a systematic understanding of the international economic and trade expertise is the basis for a correct understanding of the international economy, international division of labor and international trade phenomena [1-2]. Another scientist said that the construction of the new humanities discipline focuses on the innovation of the curriculum system, and the curriculum concept is its core [3]. Some scholars have combined with the new requirements of international trade talents proposed by the construction of "new liberal arts", and studied the basic qualities that international trade talents must have [4-5]. The demand for international trade professionals in universities has increased sharply, so it is necessary to train international trade talents from many aspects.

Analyze the structure, content and teaching methods of the existing curriculum system, and evaluate its effect in cultivating students' comprehensive quality and adapting to social needs. Through research and expert interviews, we can understand the expectations and needs of enterprises and industries for international economic and trade professionals, and provide guidance for curriculum reform. Design and develop new curriculum modules and teaching materials to meet students' learning needs and market needs. Some reform suggestions for the existing curriculum system, including increasing practical and experiential learning, integrating interdisciplinary knowledge, strengthening humanities and social science learning and cultivating innovative thinking.

2. University of International Economics and Trade Professional Curriculum System

2.1 International Economics and Trade Major

The development status and existing problems of the curriculum system of international economics and trade are mainly reflected in the teaching objectives and training methods [6-7]. At present, the traditional teaching mode adopted in the classroom is still dominated by teaching materials and supplemented by teachers' explanation. This single education method makes the students understand the knowledge points not thoroughly enough, and the learning efficiency is low. At the same time, it also makes students unable to combine theory with practical life to improve their practical ability training. Although colleges and universities offer basic courses related to international trade, most of the knowledge that students learn in class comes from books without involving practical problems. This leads to many students to understand and apply the theory. And schools are not willing to spend more time on innovative design of teaching content and practical aspects to cultivate high-quality talents.

At present, most universities' professional courses in international economics and trade are relatively traditional, mainly covering the basic theories and practical skills in international trade, international finance, international business and other aspects. However, with the deepening of globalization and the emergence of emerging fields, some universities have begun to adjust their curriculum, adding emerging industries, innovation and entrepreneurship, digital economy and other content to meet the needs of The Times. However, there are also some defects in the university curriculum system of international economics and trade major [8-9]. On the one hand, due to the rapid development and changes of the international economy and trade, the course content may not be updated in time, resulting in a disconnect with the actual needs. On the other hand, some courses are too theoretical and lack of practical links and case analysis, so students may have difficulties in dealing with practical problems. Under the background of new liberal arts, the content of the curriculum system of international economics and trade may pay more attention to the cultivation of students' comprehensive ability and innovative thinking. In addition to basic international economic and trade theories, humanities and social science courses, such as international relations, cross-cultural exchanges, may be added to improve students' global vision and interdisciplinary competence. At the same time, it may also add some emerging fields, such as digital economy, e-commerce, etc., to adapt to the development trend of The Times. Under the background of new liberal arts, the curriculum system of international economics and trade major has been affected to some extent. The new liberal arts focuses on the interdisciplinary learning and the way of thinking.

Under the background of new liberal arts, the course system of international economics and trade major mainly has the following points: the basic knowledge includes the relevant theories and basic principles of international trade. In the teaching process, teachers can take the teaching materials as the carrier and combine their own learned knowledge to supplement it. The selection of course content should be consistent with the objectives of undergraduate education. Under the background of new liberal arts, the international economics and trade major mainly teaches the theoretical and practical teaching of international trade knowledge, business English and modern management. Therefore, it should be classified according to the different degree of undergraduates' foreign negotiation purposes. Basic courses can be divided into business negotiation ability expansion, marketing and financial accounting. And the financial investment field can be divided into economic aspects, such as foreign exchange risk assessment, exchange rate change forecast and other [10].

2.2 New Liberal Arts Background

The new liberal arts background refers to the expansion and redefinition of the scope of the traditional liberal arts disciplines in the educational and academic fields. Traditional liberal arts mainly include the humanities, such as literature, history, philosophy and so on. Under the background of new liberal arts, the intersection and integration of social science and science and technology make new disciplines emerge, such as media and communication, digital humanities, data science, etc. With the gradual popularization of science and technology and the development of digitalization, a large amount of data has been accumulated in the society, which needs to use data science methods to process and analyze it. The emergence of new liberal arts emphasizes the application of science and technology to the field of humanities. The new liberal arts advocates cross-border cooperation and integration between different disciplines, including social science, science, humanities and art. By integrating the advantages of different disciplines, the new liberal arts can explore new research directions and ways to solve problems. In the information age and the tide of globalization, the social demand for the

humanities has changed. The emergence of emerging careers, such as social media managers and data analysts, requires knowledge and skills in both humanities and technology.

Under the background of new liberal arts, the curriculum system of international economics and trade is also facing new challenges and opportunities. In order to meet the needs of the new era, the curriculum system needs to pay more attention to the integration of traditional economic and social science knowledge, strengthen interdisciplinary education and practical learning, so as to cultivate talents with a global vision and comprehensive literacy. This includes the study of social and cultural factors, the application of data science and analysis, and the ability of cross-cultural communication and international cooperation. Under the background of new liberal arts, the curriculum system of international economics and trade is faced with the task of combining tradition with innovative teaching methods and cultivating professional talents with global vision, interdisciplinary accomplishment and practical ability.

2.3 Curriculum System Construction

The construction of the curriculum system of international economics and trade major is to train students to deeply study and understand international trade theory, economics and other knowledge content, so as to master relevant skills and improve their comprehensive quality [11]. In college teaching, we should pay attention to the basic course as the main line. Through practical activities, teachers can better guide and guide students to understand the international business policies and regulations and various international trade practices.[12-13] Strengthening the cooperation and exchanges between inside and outside the university can also effectively improve the employment rate of college students. The school should actively establish a good partnership with foreign trade companies to provide talents for enterprises. The new exploration of the international economy and trade professional curriculum system is shown in Figure 1:

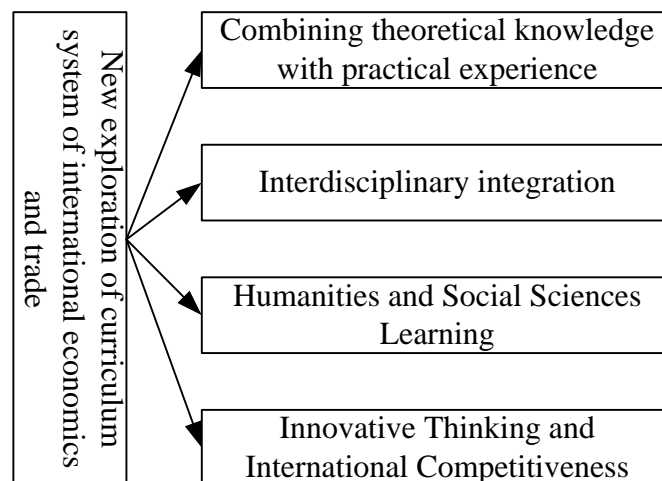


Figure 1: New exploration of curriculum system of international economics and trade

Under the background of new liberal arts, the curriculum system of international trade in university is guided by the needs of enterprises and makes teaching plans according to the actual situation. In the classroom according to the students of the characteristics of different levels of targeted learning. At the same time, some foreign advanced cases can also be introduced to assist the content of the teaching materials and the practical operation, so that the theoretical knowledge is combined with the market practice. In addition, the relevant information in the textbook can be input into the textbook and presented to the effect of listening to students through multimedia technology. In order to realize the teaching goal, the construction of the curriculum system of international economics and trade major must be adjusted and optimized to adapt to the development of The Times. The first is the course content aspect. On the basis of the original tradition of innovation and reform, increase the participation of more practical students. At the same time, we should strengthen the ability training of combining theory with practice and foreign exchanges and cooperation. In terms of class hour setting, the direction of emphasizing book knowledge to emphasizing comprehensive applied talents and improving teachers' professional level and teaching quality are changed from [14-15].

The goal of building the curriculum system of international economics and trade major is to train students to have strong comprehensive ability, to adapt to the needs of different fields and positions, and to have high professional quality. Under the background of the new liberal arts, the demand for talents is more diversified. In order to meet the market demand and make students competent for the requirements of the theoretical knowledge, practical ability and other comprehensive quality must develop in an all-round way. The new liberal arts is conducive to improving students' ability to analyze the future employment situation and laying a solid foundation for going out of school and enterprises in the future. When opening international trade related content in colleges and universities, students can understand the current social development needs and the change trend of national industrial policies. At the same time, it can also cultivate more talents with strong innovative consciousness and practical operability to adapt to the market competition environment.

3. Survey of the Professional Curriculum System of International Economics and Trade

3.1 Questionnaire Survey Design

This paper conducts a questionnaire survey on the students majoring in international economics and trade, and conducts an exclusive interview with the teachers who teach this major. The design questions include:

Personal information: including gender, age, major and other basic information. Evaluation of the existing curriculum system: the practicability of the curriculum content, the degree of combination of theory and practice, and the integrity of the curriculum setting. Expectations under the background of new liberal arts: whether to increase humanities and social science courses, content of emerging fields, etc. Suggestions for improving the curriculum system: add practical links, update the course content, and provide more case analysis and other suggestions. The following formulas can be adopted to calculate the consistency of the questionnaire:

$$\bar{Q} = \frac{\sum_{k=1}^l Q_k}{l} \quad (1)$$

$$T = \sum_{k=1}^l (Q_k - \bar{Q})^2 \quad (2)$$

$$W = \frac{12T}{m^2(l^3 - l)} \quad (3)$$

Where T is the sum of squares and m is the test number. After examination, the content of the questionnaire designed in this paper has high consistency.

3.2 Questionnaire Process

Questionnaire links were posted on the university campus and online platforms to invite students to participate in the survey. Provide sufficient time for students to fill out the questionnaire and be encouraged to provide authentic and detailed responses. In order to improve the recovery rate of the questionnaire, the publicity in class, and the organization of students. A total of 300 questionnaires were collected, and the recovery rate of valid questionnaires was 98%.

3.3 Questionnaire Results

This paper analyzes the practicability of the course content, the combination degree of theory and practice, and the integrity of the curriculum, and obtains Table 1:

Table 1: Evaluation of the existing curriculum system

	Satisfied	Commonly	Discontent
Practicality of the course content	53	25	22
Degree of combination of theory and practice	26	30	44
Integrity of the curriculum	31	28	41

Fifty-three percent of the students were satisfied with the practicality of the content. 44% of students are not satisfied with the combination of theory and practice, and 26% are satisfied with the combination of theory and practice. Another 41% of students were not satisfied with the integrity of the curriculum, and 31% recognized the integrity of the curriculum.

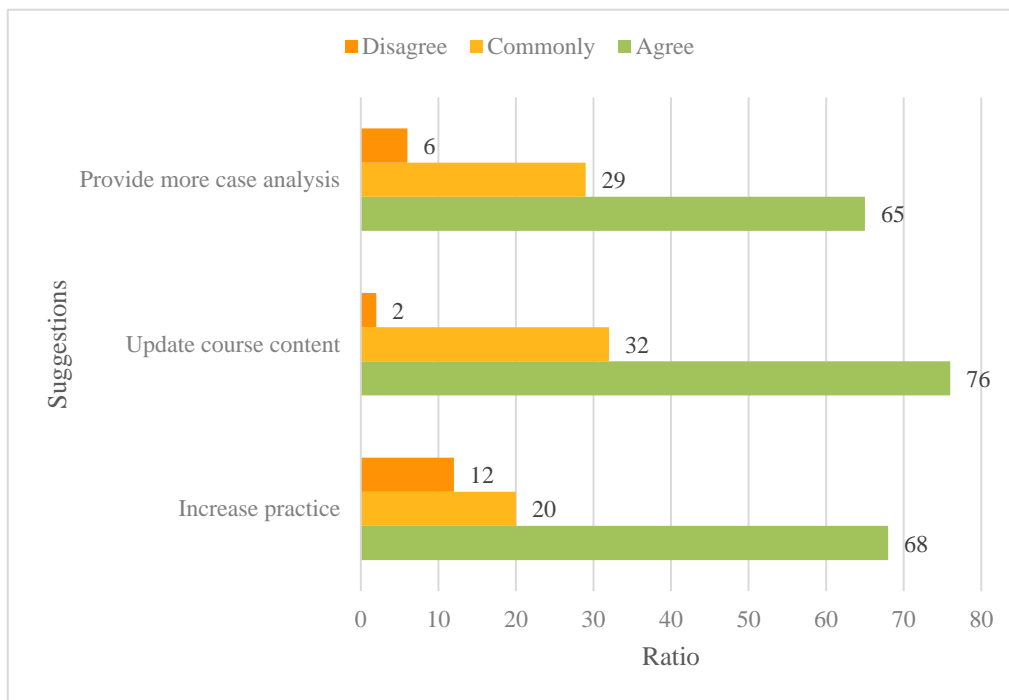


Figure 2: Suggestions for improving the curriculum system

As shown in Figure 2, 68% of the students believe that the international trade major course needs to add practical links, and 20% of the students are indifferent to it. Seventy-six percent of students said the curriculum needs to update its content, and 32 percent were neutral. Another 65% wanted to provide more case analysis in the course.

4. Discuss

The structure of the existing curriculum system is usually composed of a series of subject areas, covering the basic knowledge and expertise. The teaching content usually includes the cultivation of theoretical knowledge, practical skills and application ability. There are various teaching methods, including teaching, case analysis, group discussion, practical practice, etc.

In terms of cultivating students' comprehensive quality and adapting to social needs, the existing curriculum system has relative advantages, but there are also some limitations. On the one hand, it pays attention to knowledge transmission and skill training, which can cultivate students' professional quality and practical ability. On the other hand, the existing curriculum system still has some room for improvement in cultivating students' comprehensive quality and adapting to social needs. Companies hope to recruit people with a good international vision and an in-depth understanding of global markets and trade rules. Job seekers also need excellent language communication skills, intercultural communication skills and teamwork skills. In addition, there are also corresponding requirements for the professional quality and innovation ability of international economic and trade professionals.

In order to meet the expectations and needs of enterprises and industries for international economic and trade professionals, new curriculum modules and teaching materials can be designed and developed. These new modules and textbooks should focus on practical and experiential learning, and through practical cases and projects, students can personally participate in and practice, so as to improve their practical operation ability. At the same time, the new textbooks should also be integrated with interdisciplinary knowledge to help students deeply understand the connection between international economics and trade and other disciplines. In addition, strengthening the study of humanities and social sciences and cultivating innovative thinking are also important improvement measures. Humanities and social sciences can broaden students' horizons and deepen their

understanding of the humanistic impact of global economy and trade; cultivating innovative thinking can stimulate students' innovative potential and improve their ability to solve problems. Improving the existing curriculum system requires measures to increase practical and experiential learning, integrate interdisciplinary knowledge, strengthen humanities and social science learning, and cultivate innovative thinking. These improvements will help to improve the overall quality of the students and their ability to meet the needs of the society to meet the expectations and needs of enterprises and industries for international economic and trade professionals.

5. Conclusion

Through questionnaire survey and data analysis, this paper obtains the opinions and suggestions of students and teachers on the existing curriculum system. This paper studies the development trend of the international economy and trade field, and analyzes its influence and change on the talent demand. The curriculum system should pay attention to practical and experiential learning, and cultivate students' ability to operate and solve practical problems. Interdisciplinary integration helps students to fully understand and analyze international economic and trade issues. Humanities and social science learning and the cultivation of innovative thinking are helpful to enhance students' comprehensive literacy and international competitiveness. Curriculum reform requires the cooperation of teachers' team and the continuous updating of teaching content.

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