

On the Teaching Method of International Trade Theory Course

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Abstract: with the Development of China's Foreign Trade, the Demand for International Economic and Trade Talents is More Urgent. the Establishment of International Economy and Trade Major in Colleges and Universities Has Provided a Large Number of International Economic and Trade Talents for the Society, and Case Teaching Has Become a Commonly Used Teaching Method in This Major. At Present, There Are Still Some Obvious Problems in the Implementation of Case Teaching, Which Restrict the Improvement of Teaching Quality to a Great Extent. This Paper Takes the Course of International Trade Theory and Practice as an Example, Starting with the Practical Problems Existing in the Current Case Teaching of This Course, Trying to Find out the Methods and Countermeasures to Improve the Case Teaching of This Course, and Improve the Quality of Classroom Teaching and the Enthusiasm of Students' Learning.

1. Introduction

The Ministry of Education Proposes That Colleges and Universities Should Build Gold Courses and Eliminate Water Courses, Which Puts Forward Higher Standards and Requirements for the Teaching Level of Colleges and Universities. Higher Vocational Colleges Should Take Practical Measures According to Their Own Characteristics, and Actively Explore Ways and Methods to Improve the Level of Personnel Training in Higher Vocational Colleges[1]. the Main Goal of Higher Vocational Colleges is to Cultivate Application-Oriented Talents, Take Sufficiency as the Degree, Not Pursue Too Deep Theoretical Research, and Take Practicality as the Basis. It is Very Important to Improve the Teaching Methods of Basic Theory Courses, Strengthen the Teaching Effect of Basic Theory Courses, and Effectively Stimulate Students' Enthusiasm for Learning Basic Theory Courses. as a Required Course of International Trade Major in Higher Vocational Education, International Trade Theory Course is a Typical Basic Theory Course. This Course Mainly Focuses on the Theory of International Division of Labor, International Trade Policy, Tariff Measures, Multinational Company Theory and Regional Economic Integration. It Has the Characteristics of Complex Content, Wide Range, Concentrated Economic Theory and Difficult Understanding[2]. At the Same Time, Due to the Weak Basic Knowledge of Economics and Low Learning Ability of International Trade Students in Higher Vocational Colleges, There Are Some Problems in the Actual Teaching of the Course, Such as the Difficulty of Teachers' Explanation, the Difficulty of Arousing Students' Enthusiasm for Learning, the Difficulty of Students' Acceptance, the Fear of Difficulties and the Poor Teaching Effect. Therefore, the Course of International Trade Theory of International Trade Specialty Should Be Actively Improved from the Aspects of Course Content, Teaching Method and Assessment Method, So as to Make It Suitable for the Training Objective of International Trade Students and Highlight the Teaching Characteristics of Higher Vocational Colleges.

2. Problems in the Teaching of International Trade Theory Course of International Trade Major in Higher Vocational Education

2.1 It is Difficult for Students to Adapt to the Profound and Complicated Course of International Trade Theory

In the Past, the Students of Higher Vocational Colleges Have Not Mastered the Basic

Knowledge of Economics. Even If They Have Learned Some Simple Economic Theories, There is a Big Gap between Them and the Level of Systematic Theoretical System in the Course of International Trade, Let Alone the Research Methods of Western Economics[3]. the Author Found That Most Colleges and Universities Put the Course of International Trade Theory in the First Semester of Freshmen's Enrollment, Which Will Inevitably Lead to Difficulties in Understanding When Students Study. in Addition, the Content of International Trade Theory is Very Complex and Abstract, Which Makes It More Difficult for Students to Understand and Master It. First, Some Theories in the Curriculum Were Put Forward in the Specific Period At That Time, Which Was Scientific and Reasonable According to the Actual Situation At That Time. However, after Decades of Fundamental Changes in the Real Conditions, the Limitations and One Sidedness of These Theories Have Emerged. There is a Huge Gap between Theory and Reality, and It is More Difficult for Students to Understand the Content of These Theories. Second, the Theoretical Part of the Teaching Content Accounts for a Large Proportion, Involving International Division of Labor, Multinational Companies, Service Trade, Cross-Border e-Commerce and Many Other Aspects. Only under the International Division of Labor Theory, There Are More Than Ten Theories Listed in the Textbook, Including Absolute Advantage Theory, Comparative Advantage Theory, Factor Endowment Theory, Technology Gap Theory and So on. Taking Leontief's Riddle as an Example, It is Very Difficult for Students to Understand the Generation of Riddles[4]. with a Series of Theories on the Interpretation of Riddles, Students Are More Difficult to Understand. It Can Be Seen That Such a Rich Content Requires Students to Understand and Master a Wide Range of Knowledge. However, Most Colleges and Universities Arrange the Course for Two Hours a Week. in Order to Complete the Teaching Task, Teachers Can Only Point to Some Theories Until They Can't Fully and Deeply Teach Them, and Students Can't Fully and Profoundly Master Them, Which Increases the Pressure on Students to Learn, and Makes Them Feel Afraid of Difficulties in the Course. Students Feel That They Can't and Can't Learn Well and Can't Adapt to the Complicated International Trade Easy Theory Learning.

Table 1 Test Scores Of Various Stages of International Trade Course Training

Survey items	A	B	C	D
Preliminary achievements in international trade	0-40	40-60	60-90	90-100
Percentage	20	72	8	0
Achievements in international trade	First semester	Second semester	The third semester	The fourth semester
Percentage	16	20	3r	61
Achievements in international trade	Hardly any	Less than 1 hour	1-2 hour	More than 2 hours
Percentage	34	41	18	7
Scores after completion of international trade course training	Very nice	Good	Difference	Very poor
Percentage	4	15	53	28

2.2 Boring One-Way Teaching is Difficult to Arouse Students' Interest in Learning

For the teaching of international trade theory course, most colleges and universities still mainly adopt the traditional teaching mode that teachers teach students one-way. Even the use of PPT, micro class and other multimedia teaching, but also played a supporting role, accounting for a small proportion of teaching hours, in the teaching process, teachers still give priority to classroom teaching. Generally speaking, teachers explain the theory in the whole process, students passively accept knowledge and fail to play the main role of student-centered. The theoretical content itself is difficult to understand, which makes students feel boring and difficult to effectively stimulate students' interest in learning[5]. This is in contrast to the rapid development of the Internet. Network resources provide students with a variety of information channels, both in terms of the amount of information and in terms of the vivid comparison of the forms of information presentation, which are much more than the traditional classroom teaching. In the face of this reality, if the teachers still

adhere to the international trade theory teaching materials as the center, one-way explanation, it will not meet the students' expectations for classroom teaching. Students feel boring and boring, which is bound to lead to students' difficulty in focusing on their minds and thinking in class, indulge in playing with mobile phones, and even drowsy. The teaching effect is not ideal, which is not conducive to the realization of the goal of talent training.

2.3 The Separation of Theory and Practice is Difficult to Improve Students' Practical Ability Effectively

The theory of international trade is a course with strong theoretical nature. At the same time, it emphasizes the cultivation of students' ability of integrating theory with practice and guiding practice with theory. Students are not only required to master solid theoretical knowledge of international trade, but also to analyze practical problems in international trade practice[6]. However, in the current international trade theory teaching of international trade major in Higher Vocational Colleges in China, there is a different degree of neglect to cultivate students' ability of integrating theory with practice. The specific performance is that the selection of teaching content and the connection with the reality of international trade in the course of teaching cannot be closely linked with the development of reality, which leads to the students' ability to analyze and solve problems despite learning many theories.

3. Ways and Methods to Improve the Teaching Level of International Trade Theory Course

3.1 Optimize Course Content System

First of all, scientifically optimize the content of international trade theory courses. In view of the complicated content and limited class hours of international trade theory, on the one hand, increase the class hours of the course appropriately to avoid too few class hours. In order to simply complete the teaching task and catch up with the progress, students do not have time to digest and absorb knowledge, and bolt to deal with learning, so that the whole teaching process can not be fully and in-depth carried out. On the other hand, before or at the same time of the course of international trade theory, at least the courses of economics foundation should be offered to lay the foundation for the systematic theoretical study in the course of international trade theory[7]. In the first semester of international trade major freshmen of Tianjin business vocational college, two courses of international trade theory and economics are offered at the same time. Students can apply the basic concepts and research methods learned in the basic course of economics to the study of international trade theory, so that students can easily understand and master the theory of international trade. Secondly, the teaching content system of international trade theory is selected to meet the needs of international trade major in higher vocational education. The course of international trade theory in higher vocational education should be different from that in ordinary undergraduate colleges in the selection of teaching content. Try to reduce or avoid the selection of too profound content. The higher mathematics foundation of higher vocational students is weak, and the content of economic model should not be selected in the teaching content. Choose some relatively easy to understand trade theories, choose the contents closely related to the actual development of international trade, and introduce some frontier development trends of international trade. In the selection of teaching materials, teaching focus and other aspects, we should also highlight the characteristics of higher vocational education, not simply pursue the theoretical depth of discussion[8]. After the selection of teaching materials, the teaching content should be adjusted appropriately, the excessive theoretical content should be deleted, and the relevant content related to the real dynamic should be added. Tianjin business Career Academy adjusts the teaching content of the course, adding the status and influence of China's international trade, China's coping strategies in the Sino US trade war, the influence of "one belt and one road" policy on world economic development, the opportunities and challenges brought by the world economic integration process, and the Revelation of the theory of multinational corporations to the growth of university students. Such adjustment has played a good role in reducing the theoretical proportion of teaching content

and stimulating students' interest in learning.

3.2 Using Flexible Teaching Methods to Improve the Efficiency of Classroom Teaching

It is necessary to cultivate students' autonomy and creativity in the training of applied talents. The single method of international trade theory teaching can not fully reflect the students' central position in teaching, and it is more difficult to realize the transformation of knowledge to ability. Therefore, we should make full use of all kinds of flexible and vivid teaching methods, give full play to the advantages of all kinds of teaching methods, and break the traditional mode of classroom teaching. Adhere to “people-oriented” and “learning oriented”. Fully mobilize the enthusiasm and initiative of students. According to the characteristics of different teaching contents, we adopt various teaching methods such as modern multimedia teaching, micro class, group discussion, reading experience exchange, hot topic discussion, case teaching, flipped classroom teaching. Assign tasks to students before teaching, and require students to be prepared and participate in each class. The international trade major of Tianjin business vocational college has been trying new teaching methods in the teaching of international trade theory, adopting the learning mode of “independence, cooperation and exploration”, cultivating students' sense of learning responsibility, and establishing the attitude of independent learning. In the process of learning, students should learn from each other. Group discussion teaching method is used to solve the hot issues, so that students can have a better understanding of the learning content. Teachers actively participate in the discussion and guide students to conduct in-depth exploration and Research on the teaching content. In the process of teaching, multimedia teaching method is used to change the theoretical knowledge from abstract to intuitive, boring to interesting, and effectively stimulate students' enthusiasm for learning. Micro courses are adopted for key knowledge points to expand students' knowledge and reading, and exchange learning results through reading experience. The new teaching methods and flexible teaching methods greatly enhance students' interest in learning the course and establish a positive interaction between teachers and students.

Table 2 Survey of Students' Satisfaction Demand for International Trade Courses

Survey items	A	B	C	D	E
International courses can meet your needs	In full agreement	Agree	Uncertain	Disagree	Not entirely agree
Percentage	3	10	25	45	17
Satisfied with the current teaching methods of Teachers	In full agreement	Agree	Uncertain	Disagree	Not entirely agree
Percentage	10	26	24	26	14
The professional quality of teachers can meet my requirements	In full agreement	Agree	Uncertain	Disagree	Not entirely agree
Percentage	58	37	5	0	0
High frequency of use of multimedia and network materials	In full agreement	Agree	Uncertain	Disagree	Not entirely agree
Percentage	4	8	15	45	28

3.3 Improve Assessment Methods and Guide Students to Learn Actively

In the past, the examination method of the course of international trade theory was mainly examination paper, the examination content was mainly the basic concepts and theories in the course, and the question type was mainly traditional explanation, selection, brief answer and discussion of terms. Some colleges and universities adopt the form of paper examination, which leads to the situation of students' concentration of topics, poor completion quality, and even online plagiarism. During the examination, students often only focus on the key content given by the teacher, often cramming before the examination. After the examination, I found that the course learning gains little. Therefore, it is necessary to improve the assessment methods and guide the students to study actively. Tianjin Business Vocational College improved the assessment method of the course. In the course assessment, the usual score and final score are 4:6. The usual results are mainly determined according to the students' performance in the teaching activities. For example: whether to speak actively in group discussion, whether to have rich learning experience in

expanding learning, etc., effectively guide the students' autonomy and enthusiasm in learning. In the final examination, the setting of question types includes a small part of objective questions to check the effect of students' mastering basic knowledge[9]; most of them are open subjective questions. Students are encouraged to use their theoretical knowledge to analyze the current development of international trade, such as the impact of the Internet on the development of international trade and the challenges to the traditional way of trade, what knowledge and ability should students of this major prepare for, what adjustments have been made to the trade policy of the United States to China since Trump came into power, and what are the impacts of the Sino-U.S. trade war on China's economic development How to actively promote the "one belt and one way" initiative across cultural differences and how to think from a trading power to a trading power? The setting of these questions avoids the students' rote memorization in order to deal with the examination, which helps to guide the students to pay attention to the current development of international trade actively, and consciously combine their study with the development of the macro situation, so that they have a sense of direction and initiative in learning the theory of international trade.

4. Conclusion

In order to build a gold course in higher vocational colleges, it is necessary to improve the teaching level and effect of all courses, including theoretical courses[10]. The improvement of the teaching method of international trade theory course can be used as a reference example. In recent years, the international trade major of Tianjin business vocational college has been exploring and practicing in the teaching reform of international trade theory course, optimizing the course content system, innovating various teaching methods and improving the assessment methods, which has achieved good results and provided experience for the teaching reform of international trade theory of international trade major in higher vocational colleges. The major of international trade in higher vocational education should take the initiative to adapt to the training objectives of application-oriented talents, combine with its own actual situation, dare to innovate, deeply explore new methods and new measures of teaching reform of international trade theory course guided by application-oriented talents training, practically improve the teaching quality, create gold courses, eliminate water courses, and cultivate high-quality foreign economy meeting the requirements of rapid development of foreign economy and trade Trade talents.

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