

Reform of Civics and International Trade Teaching in High-Quality Integration Model Programs

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Abstract: This paper discusses the high-quality integration method of international trade course and course Civics. Firstly, through organizing practical case analysis and collaborative teaching seminars between professional teachers and Civics teachers, the absorption and application of Civics education ability by professional teachers is realized. Secondly, reform the teaching mode, enhance the proportion of inquiry and situational teaching, utilize flipped classroom and other methods to promote two-way communication between students and teachers, and enhance students' understanding and thinking ability of the contents of Civics and Politics. Finally, establish a reasonable course assessment and evaluation system to realize the two-way assessment between teachers and students, and improve the quality of cases and teaching effect. Through the implementation of these measures, the quality of course teaching and the quality of educating people can be truly improved, and the dual goals of professional teaching and classroom educating people can be realized.

Keywords: Curriculum Civics; Teaching International Trade; Flipped Classroom; Two-Way Assessment.

1. Introduction

The report of the twentieth Party Congress puts forward that "education, science and technology, and human resources are the three pillars and basic support for the comprehensive construction of a socialist modernization country, and the three are an organic whole, interacting with each other, promoting each other and jointly promoting the country towards the road of socialist modernization". At present, under the influence of the wave of globalization and the new international trade pattern, international trade teaching not only needs to impart professional knowledge that keeps pace with the times, but also needs to innovatively cultivate students' comprehensive quality of thought, cultural cultivation and moral awareness, in order to nurture international trade professionals with correct values and responsibility. However, the current international trade teaching in the integration of ideological education is insufficient, restricting the overall development of students. The purpose of this paper is to discuss how to build a high-quality integration model, which organically combines the curriculum of ideology and politics with the teaching of international trade, in order to promote the reform of teaching and better training of talents.

2. Theoretical Foundations of the Curriculum Civics and the Teaching of International Trade

In recent years, academics have a clearer definition of course ideology and politics, this paper, based on the research theories of scholars such as Peng Na, Wang Kaifeng, Peng Zhen and Sun Jianteng believes that course ideology and politics is a kind of implicit education, which is the integration of a variety of ideological and political elements, including political theories, socialist values, and the pursuit of the noble spirit, etc., into the course education of the profession, so that college students can receive the theoretical education of international trade and at the same time conduct

The cultivation of values [1]. Civic politics in the curriculum is essentially a comprehensive form of education, the purpose of which is to solve the fundamental problem of cultivating moral integrity on the basis of cultivating professional ability [2].

2.1. Reform of Civic and Political Teaching in International Trade Specialized Courses Plays an Important Role in Cultivating College Students in the New Era

With the deepening of reform and opening-up, the continuous increase in the proportion of import and export trade in China's economy and the in-depth promotion of the "Belt and Road" initiative, China has higher requirements for the quantity and quality of international trade-related personnel. Because in international trade activities, practitioners will frequently come into contact with foreign ideas and values. Therefore, the core purpose of the integration of the course ideology and politics and international trade teaching is to integrate professional knowledge education with the "moral education" of moral education, go hand in hand, the content of the ideology and politics and the international trade knowledge system of each link of the depth of the binding, the teacher in the teaching of professional knowledge, at the same time, need to carry out the ideological and political guidance in a timely manner for the students to build a solid foundation and play a role in the development of international trade. Lay a solid foundation for the students to play the important value of the course ideology and politics. Xu Xin's research pointed out that, based on the policy characteristics of the theoretical content of the international trade profession is more prominent, so the content of the ideological and political courses and the practical integration of the professional theoretical content of the lower cost, can be compared with the differences between domestic and foreign trade policy, so as to lead to the ideological and political content of the teaching, and subconsciously on the ideological awareness of the students,

behavioral impact [3].

2.2. Strengthening the Integration of Course Ideology and International Trade Teaching in Three Aspects

According to the existing theories, there are three aspects that can be taken into account for the high-quality integration of curriculum Civics and international trade teaching, namely, teacher team, curriculum design, and curriculum evaluation system. In terms of the teacher team, Cui Lei and Xu Ying emphasize the important role of the teacher team with both professional theoretical knowledge and political theory quality in the Civic and Political education, and believe that the school should strengthen the Civic and Political requirements for professional theoretical teachers [4]. In terms of curriculum design, through a reasonable curriculum design, the civic and political classroom and international trade-related theoretical courses, such as international business management, international trade, overseas investment, global business environment and other courses, at the same time, the subject project team also need to organize regular meetings of the teachers' team to discuss how to intersperse civic and political education in the various links of international trade-related professional courses, so that the professional teachers' ability of civic and political education can be improved in the international trade. The ability of teachers of specialized courses to educate people on ideology and politics can be improved in the process of teaching international trade. At the same time, in the teaching of professional knowledge will Civic and political moral education work into the relevant current affairs hot spots, with the help of practical cases, the integration of Civic and political education and international trade education, to guide students to understand the importance of the correct values in the international trade market [5]. The curriculum design after integrating practical cases can make students have strong learning ability in the rapid change of the international political and economic environment, avoid the erosion of foreign values in the frequent contact with foreign ideas and value systems, have correct concepts of right and wrong and critical spirit, and be firm in the road self-confidence, theoretical self-confidence, institutional self-confidence and cultural self-confidence, so as to promote the healthy and sustainable development of China's foreign trade [6]. Finally, through the effective course evaluation system, we can promote and consolidate the high-quality integration of course ideology and international trade teaching.

3. Construction and Implementation of a High-Quality Integration Model

Based on the analysis of past theories, this paper divides the implementation of high-quality integration of course ideology and international trade practice course into three parts, which are teacher team, course content design and course evaluation system.

3.1. Strengthening the Role of Teachers in Guiding the Content of Civics

First of all, high-quality integration needs to strengthen the role of teachers in guiding the content of ideology and politics. On this basis, on the one hand, international trade practice teachers are required to improve their own ideological and political quality. Teachers can enhance the accumulation of

the essence of traditional Chinese values, and integrate the essence of traditional cultural knowledge and socialist core values by quoting the classics. Teachers also need to have a broader knowledge precipitation, use the real historical materials as a carrier for the teaching of Civic and Political content, in the teaching to continuously enhance the cultural confidence of students, so that students have a sense of empathy for the Civic and Political content, in order to better achieve the teaching effect of Civic and Political courses [7]. On the other hand, teachers of international trade practice need to understand more accurately the details of international trade practice in the physical course of international trade, including contracts, terminology and other knowledge of the practical aspects of international trade, according to the degree of match between the practical content and the elements of the ideology and politics of the content of the teaching content update and course design.

3.2. Reforming the Teaching Mode of Civics Content and Professional Theory

Secondly, it is necessary to reform the teaching mode, enhance the proportion of inquiry and situational teaching mode, through the flipped classroom so that students take the initiative to form a two-way communication with the teacher on different values, and promote the high-quality integration of international trade and the course of political thinking. At present, the international trade course is still based on the teaching mode of professional knowledge of classroom teachers, supplemented by hands-on practice of the whole process of international trade on the computer. This teaching mode makes it difficult for teachers to play a real role in promoting the content of course politics. For example, students in the study of international trade, naturally come into contact with the western value system of the so-called "democracy, freedom" values, the formation of their own values have an impact, resulting in the teaching effect of the course of political thinking will be greatly reduced. At this time it is necessary for teachers to actively explore the students may appear all kinds of spiritual confusion and real problems [8]. Therefore, the high-quality integration of international trade courses and the teaching reform of the Civic Politics of the curriculum needs to carry out the reform of the teaching mode, by adding a flipped classroom teaching method in the teaching process, led by the teacher on a classic international trade cases, such as China's "One Belt, One Road" initiative, to carry out a case study. The political thinking element contained in it puts forward its own perception and understanding. And can be assigned classroom assignments, so that students for different international trade hot events, combined with economic benefits, their own values and the social impact of decision-making factors such as simulation strategy exercises and classroom discussions and debates, in order to effectively enhance the students' self-understanding of the content of the Civic and Political Thinking and thinking ability[9].

3.3. Rationalizing Course Assessment Evaluation of New Teaching Models

Finally, the sustained and high-quality integration of course politics and international trade teaching cannot be separated from a reasonable course assessment and evaluation system [10-20]. According to the past academic research, this paper proposes that the assessment system of course Civics and politics should be based on the organic combination of

quantitative evaluation and qualitative evaluation, and at the same time, in the assessment of the object of selection of two-way assessment of teachers and students as the two teaching subjects. On the one hand, for teachers, excellent classic cases, as the carrier of high-quality integrated education in the classroom, are an important element that teachers need to rely on in class. Based on this, the teaching team in the assessment of teachers, in addition to the regular class teaching level and the assessment of the content of the Civics, can be designed through the course learning questionnaire, to examine the number of cases shared by teachers in the classroom, and the correlation between the cases and the content of international trade and the content of the course of the Civics program, thus promoting the teachers to the case of the continuous polishing and correction, to improve the quality of the case. On the other hand, for the students, it is often difficult to fully reflect the effectiveness of the Civics teaching in the course through the final academic test. Therefore, in the process of students' case explanation in the classroom, teachers need to take the initiative to guide the students to talk about their own understanding of the international hot events from the value level in the form of small groups, and to make it fall into the composition of the final ordinary grades.

4. Conclusion

Curriculum Civics is not only a science, but also an art, it is an important way of ideological and political education in universities in the new era, and it is also an innovative way for colleges and universities to cultivate qualified builders and successors. Through the study of professional knowledge, students are educated on ideology and politics by subtle influence; at the same time, by strengthening the construction of course ideology and politics, it not only enriches the classroom content, but also activates the classroom atmosphere and enhances the affinity of the course, so that it can really improve the quality of course teaching and quality of educating people, and ultimately realize the purpose of teaching professionalism and classroom educating people.

Disclosure Statement

The authors declare no conflict of interest

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