

Practice of Interactive Teaching Mode in International Finance Courses in Higher Vocational Education

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Abstract: As one of the important subjects in the teaching system of higher vocational education, the international finance course can effectively enhance the financial knowledge of vocational students and cultivate a group of vocational college talents with international perspectives and financial professional knowledge. Therefore, this article takes the interactive teaching mode as the starting point, explores the necessity and problems of the interactive teaching mode in the international finance curriculum of vocational colleges, and proposes practical strategies from relevant aspects to improve the quality level of the international finance curriculum.

Keywords: Vocational Education; International Finance; Interactive Teaching

1. The connotation and necessity of interactive teaching method

1.1 The Connotation of Interactive Teaching Method

Cognitive psychology believes that students form knowledge through the interaction between external information and existing knowledge structures, and their abilities can be formed through "thinking activities". As an important concept of modern education reform, interactive teaching method focuses on the leading role of teachers and the role of students as the main body, emphasizing the abandonment of traditional one-way teaching theory, returning the role of knowledge learning to students, allowing them to purposefully and systematically engage in independent thinking and exploration. It is an advanced and exploratory education method that is in line with the development of talent in the times. The methods of interactive teaching are diverse and each has its own characteristics, including but not limited to subject exploration activities, inductive problem-solving activities, case analysis interactions, and multiple speculative debate interactions^[1]. The characteristics of its approach aim to stimulate the interactive state between teachers and students, presenting a dynamic and dynamic non mandatory learning state and process through a two-way dialogue and communication, allowing teachers and students to participate in teaching activities to the maximum extent possible, achieving teaching resonance in an excited, happy, relaxed, and harmonious situation, and driving knowledge output and input through multi-level and multi-dimensional dynamic activities.

1.2 The necessity of interactive teaching method

The necessity of interactive teaching method is mainly reflected in three aspects. Firstly, it helps to build a multi-directional and interactive teacher-student relationship. Interactive teaching emphasizes the subjectivity of students and the leading role of teachers in the teaching process, requiring students' internal knowledge seeking mechanism and teacher-student coordination mechanism to generate and resonate with the same frequency, in order to create a good classroom atmosphere and build a harmonious and equal teacher-student relationship; Secondly, enhance students' interest in learning. Interest is the best teacher, and interactive teaching advocates exploratory teaching. It requires the introduction of questions and practical exploration to stimulate learners' interest in learning, stimulate their desire for knowledge, and touch the thinking switch of learners, so as to expand knowledge in a deeper and broader direction, ensuring the continuity and development of students' learning; Thirdly, stimulate innovative thinking and vitality. The interactive teaching process usually involves selecting learning content, designing exploration themes, organizing learning forms, providing learning consultation, and guiding the interactive process. It emphasizes the process of problem-solving,

requires students to broaden their thinking, innovate their concepts, and seek more problem-solving ideas and methods. This can effectively break students' thinking deadlock, stimulate their innovative awareness, and improve their innovative ability^[2].

2. Insufficient issues in the interactive teaching mode of international finance courses in higher vocational education

2.1 Single form of classroom interaction

The interactive form of international finance courses in vocational colleges still remains in the traditional question and answer mode of "asking" by teachers and "answering" by students. In this question and answer mode, teachers still occupy a dominant position, and students' participation is not high. Sometimes, it is more focused on the question and answer interaction between teachers and "positive" students, which cannot effectively cover all students and has simplicity, negativity, and passivity. On the one hand, under the pressure of teaching progress and academic performance, teachers tend to use "indoctrination" teaching methods, presenting knowledge only in language form, disregarding the learning characteristics and knowledge experience of vocational college students, and instilling a large amount of abstract and obscure financial knowledge, which often leads to students being confused and lost in learning international finance and other interests and confidence over time; On the other hand, some vocational teachers are complacent and unwilling to learn information technology tools to update classroom teaching. The teaching form is rigid and rigid, only focusing on the input of students' textbook content, without paying attention to its output and knowledge acquisition^[3]. Some teachers even have the phenomenon of "full text recitation" of textbooks, and their interaction with students only stays in mutual "reading", which is very rigid and rigid.

2.2 Uneven opportunities for teacher-student interaction

The curriculum reform in higher vocational colleges emphasizes facing all students and exploratory learning, requiring teachers to uphold the principle of "being responsible to all students" and enhance interaction and communication with all students. However, the teaching of international finance courses is still dominated by teachers, and the pace and opportunities for interaction are completely controlled by teachers, leading to a shift in teacher-student interaction from the original "teacher-student interaction" to "teacher-student partial interaction", where teachers only interact and communicate with outstanding students. This situation may not have been the intention of teachers, as limited classroom time, heavy teaching tasks. The centralized large class teaching and the differentiated characteristics of students both lead to teachers' unconscious attention flowing towards more responsive student groups, ultimately resulting in uneven opportunities for interaction.

2.3 Inefficient interaction between students and students

Interactive teaching emphasizes team learning and collaborative learning. When teaching international finance in higher vocational colleges, teachers usually use group inquiry to let students talk freely and solve some obscure problems. However, in practical operations, due to the differences in knowledge structure, learning ability, practical experience, and personality traits among students, their discussions often become the personal output of students who are good at expressing themselves or have good academic performance. Some students often feel powerless in group discussions due to a lack of knowledge interest or accumulation of related knowledge, and can only echo the opinions of other students. Some students even treat group discussion activities as small talk meetings, taking the opportunity to discuss other unrelated topics with classmates, intentionally "rowing", which has an impact on other students, resulting in low effectiveness of student student interaction activities.

3. Practical strategies for interactive teaching mode of international finance courses in higher vocational education

3.1 Reasonable selection of textbook content

3.1.1 Seriously delve into teaching materials

The effective implementation of interactive teaching in international finance in vocational colleges relies on in-depth research into textbooks. The main teaching material system for vocational international finance is "International Finance", which is a highly practical course in economics and provides an international perspective on analyzing economic and financial phenomena and internal laws for the development of vocational international finance courses. Firstly, teachers need to understand and understand the textbook. Learn and deepen the stage of knowledge content, the characteristics of textbook writing, and the knowledge structure of the entire textbook. International Finance, as a professional course in vocational colleges, covers various aspects such as "balance of payments and foreign exchange rates, international monetary system, international financial markets, international financial organizations, foreign exchange risks and prevention practices". Teachers should combine the structure of vocational finance teaching content, integrate the principles of finance, education, psychology, and the age characteristics of vocational college students, and understand the stage of knowledge content, Refined and coordinated the content of the textbook. Secondly, excavate the teaching materials, thoroughly read the materials, and excavate the content of the language, text, quantity, and images displayed in the financial textbooks, and conduct knowledge dissection. In the process of dissection, understand how the key and difficult points of knowledge match with examples, how knowledge extension bridges, and how knowledge content matches students' abilities, in order to reveal the essence of the teaching materials and form a classroom process framework. Finally, it is necessary to link new and old knowledge based on the selected content, consider how to guide students in effective knowledge transfer based on teacher language and teacher operations, and consider the use of teaching mechanisms to stimulate students' learning emotions, awaken their enthusiasm for learning, and enable students to complete teaching tasks in a happy and relaxed atmosphere. In addition, the selection of textbook content should pay attention to the relationship between traditional teaching and modern reform, as well as the relationship between Western finance and the concept of socialist market economy, in order to deepen, enrich, and develop the basic knowledge of the textbook.

3.1.2 Converting textbook content

The interactive teaching of international finance in vocational colleges needs to be student-centered, taking into account the personalized differences in students' age characteristics, social experience, knowledge structure, cognitive abilities, and learning interests. By converting existing textbooks into knowledge content that students can accept, are willing to accept, and are willing to accept, the teaching target can be determined and the arrow of knowledge can be set. On the one hand, it is necessary to be good at utilizing things or phenomena that students are familiar with, transforming abstract and obscure financial knowledge into easy to understand daily concepts, exploring and deepening the hot news and common sense of life that vocational college students are concerned about, as a starting point for classroom teaching supervision, and enhancing students' interest and thirst for knowledge. For example, when explaining the knowledge points related to "foreign exchange", teachers can use movies such as "The Wolf of Wall Street" as a starting point, allowing students to first calculate the exchange rate between the US dollar and the Chinese yuan, and bring the main currencies to the classroom for students to see and touch, deepen their understanding of foreign exchange concepts, characteristics, symbols, and other knowledge, avoid dry theoretical lectures, stimulate students' curiosity, and improve their sense of participation; On the other hand, based on the curriculum standards and textbook content, combined with the new textbook concept, teaching concept, and learning concept, we should carefully study the textbook, and look for opportunities that can inspire students' thinking through dots and lines, and transform the textbook content.

3.2 Create a three-dimensional interactive scene

3.2.1 Building urgent learning scenarios

The key to implementing interactive teaching lies in the creation of interactive scenarios. Teachers should be adept at constructing urgent learning scenarios. Starting from the introduction of the classroom, suspense should be set according to the content of the textbook, using "questions" to drive students into the learning context, allowing them to stimulate their learning interest, cognition, and desire while thinking independently. For example, through intuitive questions such as "What is the cause and process of the outbreak of the Sino US trade war?" "The attitude of the Chinese and US governments in the trade war" and "Based on the evolution of the international currency crisis, understand what kind of international currency hegemony the international currency crisis reflects?", students are led to think and discuss, attract their attention, and improve their classroom participation while experiencing the joy of learning.

3.2.2 Construct operational experimental scenarios

The construction of operational experimental scenarios emphasizes the simulation of real-life situations, which requires teachers to combine the application of international financial knowledge in classroom teaching with real-life scenarios, and construct a teaching environment that combines learning and application through role simulation, experimental operations, and practical participation activities. For example, when teaching knowledge about cash and bill of exchange issues, teachers can set up simulated banks where students play the roles of customers and bank tellers. Customers A and B each hold \$2000 to exchange RMB at the bank, but one is cash and the other is a bill of exchange. Bank teller C is required to use different exchange rates to calculate the amount exchanged and compare the differences. At the same time, during this process, teachers should inspire students to reflect on the question "What is the amount of RMB exchanged for US dollars in two different ways."

3.2.3 Conduct thematic debates

Thematic debates are an important means and key form of teacher-student interaction. Through debate, students can engage in maximum brainstorming, thinking about problems from both positive and negative perspectives, and deepening their knowledge understanding. Vocational college students have active thinking, strong desire to express themselves, and independent views and expectations on professional knowledge and social life. The interactive teaching of international finance must pay attention to students' needs, change the previous teaching methods of "preaching" and "indoctrination" by teachers, return the "microphone" to students, and make them become independent input and free output of knowledge. When conducting thematic debates, teachers can arrange the debate topic in advance before class, allowing students to consult materials and think independently based on the topic, and write a written report for teacher evaluation. They can also conduct a round of topic preview. Then, the teacher organizes debate groups in the classroom, with students divided into positive and negative aspects, allowing them to freely debate and actively discuss, and setting debate rewards. They also organize anonymous voting to select the winner, and finally, the teacher group makes evaluations and summaries, achieving an effective combination of independent exploration by students and interactive evaluation by teachers.

3.2.4 Utilizing multimedia to enrich teaching

The development of modern technology has driven the transformation of teaching methods, enabling teaching to break free from the limitations of past time and space, and achieve knowledge explanation and teaching interaction anytime and anywhere. Firstly, multimedia devices can be used to enrich teaching forms. By utilizing technologies such as multimedia videos, images, and PPTs, innovative teaching boards and forms can be created, fully mobilizing students' visual and auditory participation in financial knowledge learning, making the knowledge presentation more vivid and specific. For example, when explaining the relevant content of "asset securitization", teachers can use flow charts or mind maps to provide detailed and vivid explanations of the operating subjects and procedures of securities, and use graphic software to help students sort out logic and structure. Secondly, professional courses should be generated through various course platforms. Teachers can carry out online debates, online teaching, and other activities, utilizing the functions of various course platforms to enrich teaching methods, reproduce the details and historical evolution of knowledge content, and make abstract and obscure financial knowledge more intuitively presented to students. Finally, interactive software such as WeChat groups and DingTalk groups can be used to strengthen after-school communication with students, extending the learning and exploration of teaching interaction to extracurricular activities, breaking down the space and time constraints of teacher-student teaching and learning, and deepening teacher-student interaction and communication.

4. Carry out diversified interactive teaching activities

4.1 Enrich activity organization forms

Firstly, the organizational forms of activities can be divided into individual activities, group activities, and class activities. Teachers should enrich and develop the organizational forms of student activities based on the characteristics and requirements of the teaching theme. Generally speaking, individual activities focus on each student's sense of participation and activity throughout; Group activities focus on the new sparks of thinking generated by the collision and comparison of thinking, emphasizing the dialectical thinking of accepting positive and negative knowledge; Class activities emphasize the collective wisdom of teachers and students, requiring students to brainstorm and deepen

their understanding of problems. Secondly, theme education activities can be carried out in conjunction with government research projects and Sino foreign joint education projects. International finance is not only an economic issue, but also a political issue. Combining government research projects or Sino foreign joint education projects to carry out themed activities not only enriches students' resumes, but also enhances their knowledge application abilities. This allows students to combine what they have learned and think about practical problems from the perspectives of the country, nation, and the world when conducting extensive and in-depth research at the grassroots level. Government project activities and Sino foreign joint education projects both include various activities such as on-site research, symposiums, expert consultation, questionnaire surveys, statistical analysis, etc. They can provide students with problem-solving solutions and skills, enabling them to proficiently grasp the cutting-edge knowledge of international finance, and to understand the actual development of China's economy and international finance, thereby cultivating practical financial talents with the ability to solve practical financial problems. Finally, collaborate with enterprises to carry out social practice activities. Financial enterprises are the forefront of financial activities. On the one hand, allowing international financial students to participate in social practice work can help students have zero distance exposure to financial work in real scenarios, and experience the procedures and workflow of financial work. And through on-site training, provide students with financial prospects; Pre job training that integrates basic knowledge of finance, financial terms, and specialized sales processes to further enhance students' professional abilities. At the same time, teachers should lead students to carry out financial knowledge community promotion and publicity activities, allowing them to contribute their professional knowledge and feel the value and role of knowledge.

4.2 Effective activity regulation

When carrying out activities, teachers should fully estimate the obstacles and problems that students may encounter, make relevant preparations, and provide timely solutions. At the same time, during the activity, teachers should pay attention to observing students' performance, listening to students' thoughts, understanding students' demands, paying special attention to and effectively discussing new ideas, insights, and creations generated by students during the activity process. Students should be appropriately encouraged and praised for their good behavior and attitude, in order to enhance their sense of participation and achievement. Of course, teachers should always control the rhythm and direction of the activity, so that the activity does not deviate from the theme and lose its direction.

5. Promoting the evaluation of interactive teaching models

5.1 Summarize the experience of interactive teaching activities

The purpose of the activity is to solve problems, and summary is an important criterion for verifying the effectiveness of the activity. Teachers should timely summarize the experience of interactive teaching activities, analyze the problems and obstacles that arise during the activities, review the specific situations where the activities are not smooth and perfect enough, identify relevant factors and solutions, and use them as the basis and reference for optimizing the next round of interactive teaching. At the same time, teachers should also leave enough time and space for students to internalize and summarize their knowledge, guide them to actively think about the doubts and difficulties in the activity process, continuously construct a knowledge system, and enrich the knowledge content. In this process, teachers should also pay attention to the role of individual application and group effect, creating a harmonious atmosphere for teachers and students to discuss and explore experiences together, in order to truly achieve mutual learning and mutual learning between teachers and students.

5.2 Provide diversified evaluation plans

There are various ways to evaluate learning and activities, mainly including teacher evaluation, mutual evaluation, and self-evaluation. The interactive teaching evaluation model can create evaluation plans based on these three classifications, and refine the three types of indicators to comprehensively and scientifically evaluate the form, content, attitude, effectiveness, and other aspects of teacher-student interaction. At the same time, the evaluation plan should pay special attention to the evaluation of students' personalized characteristics, not only focusing on students' performance and activity effectiveness, but also creating a process evaluation system from a developmental perspective,

comprehensively evaluating students' learning performance, participation attitude, cooperation awareness, and thinking ability, in order to formulate further targeted plans to promote students' development.

6. Conclusion

The interactive teaching mode reform of international finance courses in vocational colleges is not achieved overnight and needs to be innovated and revised in combination with specific practices. With the deepening development of China's financial system reform, the quality requirements for international finance courses in vocational colleges will inevitably continue to rise. There is an urgent need for more educators to engage in the practical training of financial talents and output more modern composite talents with professional knowledge and application abilities. Therefore, educators in vocational colleges should take the initiative to shoulder the heavy responsibility of the times, actively reform the interactive teaching mode, enhance students' comprehensive strength, and promote their comprehensive development.

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