

Research on Teaching Reform and Practice of Integrating Curriculum Civics into Financial Risk Management Course

Ling Yang^{1*}

¹ College of Science and Technology, Guizhou University, Guizhou, China

Email Address

I21021220@student.newinti.edu.my (Ling Yang)

*Correspondence: I21021220@student.newinti.edu.my

Received: 6 May 2024; Accepted: 31 May 2024; Published: 28 June 2024

Abstract:

In today's wave of change in higher education, "Great Civic and Political Science" is not only a kind of innovation in a curriculum system, but also an important practice to cultivate students' comprehensive development. As a highly specialized discipline, the integration of Civic-Political education in finance is particularly important. This study analyzes the necessity of reforming the ideology and politics teaching in the financial risk management course under the framework of "big ideology and politics" education. It aims to provide new ideas and practical experience for the reform of the ideology and politics curriculum in finance majors by studying the curriculum design, teaching methods and students' comprehensive ability cultivation. In the era of "big ideology and politics", cultivating financial professionals with good ideological and political literacy is not only a need for discipline, but also a new expectation of society for college education. Therefore, how to skillfully integrate elements of ideological and political education into financial risk management courses has become an innovative task for college education. This study will dig deeper into the theoretical basis and practical path of the Civic-Political teaching reform of the financial risk management course, and seeks to provide feasible educational strategies and conceptual support for the promotion of the comprehensive improvement of financial professional literacy.

Keywords:

Curriculum Thinking, Financial Risk Management, Practice Research

1. Introduction

In order to deepen the spirit of the National Conference on Ideological and Political Work in Colleges and Universities, the comprehensive integration of Civic and Political Education into the teaching and learning process is committed to improving the traditional Civic and Political courses into Civic and Political Education within the curriculum. This shift not only involves enhancing the moral education elements of the curriculum, but also promotes the improvement of the curriculum system, so that each course can effectively participate in the overall education of students. In order to

achieve this goal, the Ministry of Education issued the Guideline for the Construction of Civic and Political Education in Higher Education Courses on May 28, 2020, which makes it clear that the work of the construction of Civic and Political Education in the curriculum should be centered on the core point of comprehensively improving the ability to cultivate talents, and that the guideline provides theoretical support and policy guidance for the ensuing reforms of the teaching methodology and the course content, thus ensuring that the Civic and Political Education of the curriculum is effectively carried out. Finance is a key part of the modern economic system. As General Secretary Xi Jinping emphasized, “Financial activity is economic activity, and financial stability is economic stability.” In this context, integrating ideological education into the curriculum of financial risk management not only meets the needs of the current educational reform, but also is an important strategy to deal with economic and financial challenges. In view of this, in order to deepen the guiding spirit of the National Conference on Ideological and Political Work in Colleges and Universities, and to enhance the ideological and political elements of the teaching process as a whole, it is particularly important to reform and practically operationalize the integration of Civics and Politics in the financial curriculum. Such reform aims to cultivate professionals with profound knowledge of finance and financial management and strong risk awareness, maximize the educational potential of financial courses, realize all-round and whole-process education, and continuously improve the construction of the ideological and political system of financial courses. Therefore, financial risk management is not only the core subject of national security, but also the cornerstone to ensuring the sustainable and stable development of the economy. Safeguarding financial risk management is of strategic and fundamental importance to China's economic and social development.

2. Domestic and International Research Status

2.1. Status of foreign research

The American moral education curriculum is also known as the “social” course or “civic” course, but also directly known as the “political” course or “principles of democratism” course. For example, at Stanford University, an Ivy League school in the United States, Prof. Mike Lennon offers a course called “The Business World: Moral and Spiritual Inquiry through Literature” at the end of the MBA program, which is designed to let students experience such works as the masterpiece of the German writer Hesse, “Songs of the Wanderer” and so on. In addition, many colleges and universities also offer special moral education courses, such as civic education courses, character education courses, religion courses, as well as related general education courses, such as: politics and social systems, the U.S. Constitution, Asian political thought; and science, agriculture and medicine students have to take at least one year of humanities courses, through the lecture method, scenario-based teaching method, etc., a more direct infiltration of the political outlook, values education, and to cultivate the students critical thinking skills, cooperative spirit and moral ability. Thinking ability, cooperative spirit and moral ability. Julia (2017), in her investigation and analysis of the learning process of students in a certain medical school in the United States, found that implicit courses have a more profound training and influence on students’ values [1]. Taking clinical learning as an example, such courses not only teach students professional knowledge and skills, but also imply a variety of educational content, such as problems, rules, medical ethics, and hierarchy, so that

students gradually become mature and stable and make correct value judgments when they encounter difficulties or suffer from stressful problems.

2.2. Current status of domestic research

Gao Deyi (2017) proposed to establish the concept of “curriculum politics”, emphasizing that school education should have the synergy of a 360-degree moral education “melting pot” [2]. The construction of the ideological and political theory course, comprehensive literacy courses, and professional courses is a trinity of the ideological and political course system in colleges and universities. Shi Liyan (2018) suggests that curriculum Civics is both an educational concept and a way of thinking [3]. Zhu Mengjie (2019) believes that teachers’ awareness and ability to educate people in curriculum civics and politics need to be constantly improved [4]. In the teaching activities of colleges and universities, teachers, especially teachers of professional courses, are the key factor in determining the effect of “curriculum civic politics”, and only through a deep understanding of professional knowledge and civic education and a firm recognition of it, can they effectively convey it to students in the process of classroom teaching. In this regard, efforts should be made to enhance the teachers’ awareness of Civic and Political Education and their ability to teach in combination with professional value education, so that the students can truly “kiss their teachers and believe in their teachings”, and realize the organic unity of preaching and teaching. Liu Yuanyuan (2022) believes that at present, China’s universities and colleges have a single course of teaching content, and the implantation of “course of political thinking” needs to be enriched [5].

2.3. Literature Review

At present, there are still a lot of deficiencies in the study of course ideology and politics in the course of financial risk management, which is mainly manifested in the single teaching method and means, and the failure to fully explore the ideology and politics gene in the financial professional course implanted in the daily teaching activities. The teaching method of the course is mainly based on traditional classroom lectures, which are outdated, and the teaching process is characterized by a single means and method. Taking the financial professional course Financial Risk Management, as an example, fails to give full play to the moral education function of the course, and there is much room for improvement in refining the cultural genes and value paradigm embedded in the professional course.

3. Status of Civics Teaching in Financial Risk Management Courses

The financial risk management course is systematically designed to identify, measure, control and regulate various aspects of financial analysis, aiming at allowing students to master the relevant theory and practical methods, which, as a multidisciplinary cross-cutting field involving finance, management and economics, not only emphasizes theoretical learning, but also pays more attention to practical operation and applicability. Therefore, the Civics teaching of this course of financial risk management is aimed at cultivating students’ moral outlook and sense of social responsibility. In carrying out the various teaching activities of this course, through the integration of Civics elements, it not only guides the students to set up correct values and moral outlook, but also enhances the students’ knowledge and understanding of financial risks, and promotes their sense of responsibility to the society and the industry. However, the current financial risk management course still

faces a number of challenges in the implementation of Civic and Political teaching, one is the relative lag in the updating of teaching materials and content, and the existing teaching materials are often difficult to reflect the latest industry dynamics in a timely manner, which may lead to a disconnect between the knowledge learned by the students and the real market demand, and the practicality of the course is greatly compromised; the second is the single teaching method, and this course in many colleges and universities still adopts the traditional method of lecturing. Third, the lack of practical opportunities, financial risk management is a highly applied discipline, theoretical knowledge needs to be consolidated through a large number of practice, the proportion of practical operation and case study in the teaching arrangement is low, and it is difficult for students to get enough real-world experience; fourth, the lack of teaching staff, especially in the private universities with limited resources, the professional teaching staff is not enough with rich experience and practical work background; fifth, the lack of professional teaching staff with practical work background; the lack of teaching methods, many universities still use the traditional teaching method, which is not conducive to the cultivation of critical thinking and innovation ability of the students. The uneven basic ability of students only increases the complexity of teaching, which may lead to difficulty in grasping the pace of teaching, and sometimes it is necessary to sacrifice the depth of the course to accommodate the needs of all students, which affects the coherence of the course and the possibility of in-depth discussion; Sixth, the insufficient application of educational technology, and the degree of the introduction and utilization of many modern educational technology tools is far from ideal.

4. Suggestions for the Implementation of Civic Education in Financial Risk Management Course

In order to effectively integrate the Civic and Political Education into the financial risk management course and enhance students' professional skills and moral responsibility, the following suggestions are put forward.

4.1. Continuously update and optimize course content

In order to ensure that the financial risk management course can adapt to the rapidly changing financial environment and improve the practicality and timeliness of teaching, the course content needs to be continuously updated and optimized. First, a curriculum review committee at the university level should be set up to establish a curriculum review committee that includes experts from financial academia and industry leaders. The committee's role is to oversee the regular updating of course content and to ensure that materials and course resources reflect the latest changes in financial markets and policies. Second, a regular review and update cycle should be implemented, with a clear timetable set. For example, a semesterly review to ensure that all materials contain the latest financial theories, regulations, techniques, and market developments. The review process should include feedback from faculty, assessment of student learning outcomes, and recommendations from external experts. Third, incorporate real-time case studies and work with financial institutions and industry analysts to collect and integrate real-time examples from the current market into the curriculum. Fourth, continuously collect and update teaching cases for classroom interaction and discussion, and encourage students to think critically and participate in case studies.

4.2. Diversified Teaching Strategies

To enhance the interactivity and practicability of the classroom, which only enables students to gain a deeper understanding of the complexity and dynamics of the financial market from multiple perspectives, but also helps them to apply what they have learned in the real world so as to better prepare for their future careers, and at the same time stimulate students' interest and motivation in learning, strategies that can be used include group discussions, case studies, guest lectures, and simulated trading.

4.3. Putting internship and practice into practice

First, school-enterprise cooperation with local financial institutions, such as commercial banks, securities companies, insurance companies, financial leasing companies, etc.; second, organizing internship activities in the virtual simulation of the business community, simulating various practical operations in the financial market, such as: stock trading simulation, using virtual trading platforms to provide real-world training, and inviting industry experts to provide students with feedback; third, monitoring through the establishment of comprehensive tracking and evaluation systems students' performance in internships and simulation operations, and adjust course content and teaching methods based on feedback to meet industry needs and support students' career development. These measures will comprehensively enhance students' practical skills and understanding of financial market dynamics, laying a solid foundation for their future careers.

4.4. Teacher Capacity Enhancement and Continuing Education

To ensure that teachers are able to keep up with the rapid changes in the financial industry and effectively integrate Civic Education into the curriculum, we will implement a comprehensive teacher development program. The program includes regular training for teachers in the latest financial professional knowledge and modern educational techniques. Special emphasis will be placed on training in Civic-Political teaching methods to ensure that teachers are able to effectively convey core socialist values while teaching financial expertise. The training will cover the latest financial market dynamics, financial products and tools, and risk management techniques, while incorporating the application of educational technologies, such as the use of online teaching tools and interactive learning platforms. In addition, we will invite industry experts and academic leaders to conduct special lectures and seminars to stimulate instructors' teaching innovation and provide real-time industry insights. This continuous professional development mechanism not only improves teachers' teaching quality and subject specialization, but also promotes more effective integration and application of Civics and Politics elements in current teaching, thus enhancing the overall effectiveness of teaching and students' learning experience.

4.5. Utilizing modern educational technology

In order to adapt to the modernization needs of education and enhance students' learning experience, the advantages of modern educational technology are fully utilized. First, the full application of online learning platforms, which provide students with video tutorials, real-time lectures, discussion boards and online tests, etc., greatly improves the accessibility and convenience of learning; second, the use of simulation software, which enables students to simulate real financial transactions and market analyses; and third, the encouragement of students to use modern educational technology tools for independent learning to enhance their self-management and

independent exploration capabilities, and to ensure effectiveness, teachers can track students' learning progress and effectiveness through remote monitoring tools, and provide necessary counseling and feedback in a timely manner; fourth, the use of virtual classes and webinars, and other functions to enhance the interaction between students, teachers and classmates, which not only contributes to in-depth learning of knowledge and also promotes communication and cooperation among students.

4.6. Establishing a dynamic teaching evaluation and feedback mechanism

To ensure the quality of teaching and achieve teaching goals, it is necessary to establish a dynamic teaching evaluation and feedback mechanism, so that teachers can dynamically adjust and optimize their teaching strategies in a timely manner according to the results of the teaching evaluation and improve the effectiveness of teaching.

5. Conclusions

This paper explores how to more effectively integrate Civic and Political Education into the Financial Risk Management course by emphasizing the student-centered education concept. By collecting numerous real and relevant financial risk events and cases, the course closely integrates the course content with social practice. Through these strategies and practices, the course effectively integrates civil and political education with professional teaching, providing cases of empirical research and concrete practice, and demonstrating the feasibility of the educational reforms in its current operation. The active exploration and practice of professional course teachers in course Civics, through the establishment of a communication platform between "Civics" and "Course Civics", has stimulated the multi-form cooperation between professional course teachers and Civics teachers, and enhanced the depth and breadth of teaching content. By deeply exploring the moral education elements in the finance courses and combining them with the ideological education of college students, the moral education function of the finance professional courses has been effectively brought into play. Using the disciplinary thinking of moral education, to explore the cultural genes and value paradigms contained in the financial risk management course, as the entry point of the course's ideological and political education, and the organic integration of the course's ideological and political education with the transfer of knowledge. In addition, we make good use of the pattern and concept of the "big ideology and politics course", carry out teaching reform and practice research based on the pattern of the "big ideology and politics course", and enrich the system and content of the construction of ideology and politics in financial courses.

Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

Funding

This work was supported by the 2022 Guizhou Higher Education Institutions Teaching Content and Curriculum System Reform Project: Research on Teaching Reform and Practice of "Civic Politics" in Financial Classes under the Pattern of "Great Civic Politics Classes". -Taking Financial Risk Management Course as an Example.

References

- [1] Chi, J. Research on the Innovation of Civic and Political Concordance in Higher Education Programs. Shanghai Normal University, 2020.
- [2] Gao, D.Y.; Zong, A.D. From ideological and political curriculum to curriculum ideological and political education: constructing the curriculum system of ideological and political education in colleges and universities from a strategic perspective. *Higher Education in China*, 2017, 01, 43-46.
- [3] Shi, L.Y. Reflections on the construction of a collaborative nurturing mechanism for college and university courses on ideology and politics. *School Party Building and Ideological Education*, 2018, 10, 41-43.
- [4] Zhu, M.J. Exploration and Practice of “Curriculum Civics and Politics”-Taking Professional Courses as a Perspective. Shanghai International Studies University. 2018.
- [5] Liu, Y.Y. “Research and Practice on Reform of E-Commerce Course Civics and Politics under the Background of ‘Three-Whole Parenting’ - Taking Introduction to E-Commerce Course as an Example. *China Academic Journal Electronic Press*, 2022, 0603(21), 46-48.



© 2024 by the author(s); licensee International Technology and Science Publications (ITS), this work for open access publication is under the Creative Commons Attribution International License (CC BY 4.0). (<http://creativecommons.org/licenses/by/4.0/>)