

Exploration and Innovation of Practical Teaching in Finance and Economics Universities under the Background of New Liberal Arts Development

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Abstract:

The development of new liberal arts offers a fresh framework for the teaching reform in finance and economics universities, with practical teaching emerging as a key component of this transformation. This article explores the introduction of interdisciplinary thinking, the application of cutting-edge technology, the deepening of school enterprise cooperation, and the international cooperation on teaching effectiveness and enhancing students' overall competence. Through a review of existing literature and case analysis of typical universities, these explorations hold significance value not only for the development of universities, but also in providing a strong talent foundation for the country's economic transformation and social progress.

Keywords:

New Liberal Arts, Practical Teaching, Teaching Reform in Universities of Finance and Economics

1. Introduction

In recent years, with the rapid development of the global economy and technology, China's higher education is facing comprehensive reform and upgrading. In 2019, the Ministry of Education launched the "Six Excellence and One Excellence" Plan 2.0, which promotes the high-quality development of higher education through the "Four New" construction. The development of new liberal arts emerged as a new direction for the development of liberal arts education. The development of new liberal arts aims to break through traditional disciplinary boundaries, introduce interdisciplinary thinking, strengthen practical ability cultivation, and combine cutting-edge technological means to cultivate high-quality talents with innovative thinking and global perspectives [1]. As an important component of national economic development, finance and economics universities undertake the important mission of cultivating economic management talents with comprehensive qualities and practical

abilities in this context. However, with the increasingly complex economic environment and the widespread application of emerging technologies such as financial technology and data analysis, finance and economics universities urgently need to explore and innovate existing practical teaching models to meet the needs of the times. On the one hand, it is necessary to integrate interdisciplinary knowledge and introduce emerging technologies such as big data, financial technology, and artificial intelligence into teaching practice to enhance students' practical abilities; On the other hand, promoting international practices, deepening school enterprise cooperation, providing students with diverse learning opportunities, cultivating international thinking, and enhancing their employment competitiveness. Therefore, exploring the practical teaching innovation of finance and economics universities in the context of the development of new liberal arts is not only providing new ideas for teaching reform, but also promoting the synergy between talent cultivation in universities and socio-economic development.

This article aims to analyze the current situation of practical teaching in finance and economics universities under the background of the development of new liberal arts, and explore its innovative paths and achievements in the application of financial technology, interdisciplinary integration, and school enterprise cooperation. By reviewing existing literature and analyzing typical university cases, this study reveals the main problems faced by practical teaching in the implementation process, and proposes corresponding improvement measures to provide theoretical support and practical guidance for optimizing practical teaching models in finance and economics universities under the background of new liberal arts development.

2. The Inevitability of the Return of Practical Teaching Value Under the Background of the Development of New Liberal Arts

The academic community has focused on the cross integration of new liberal arts, practical education, and the cultivation of international perspectives, resulting in some original theoretical research. Interdisciplinary integration aims to break the traditional boundaries between arts and sciences. It not only introduces emerging technologies such as big data, artificial intelligence, and financial technology, but also achieves modernization and interdisciplinary innovation in arts education through the integration of disciplines and majors. Practical education requires practical teaching to no longer be limited to the extension of classroom theory, but to cultivate students' comprehensive abilities and innovative literacy through practical operation and project experience. It is necessary to create a practical teaching system to enhance the effectiveness of new arts education and make up for the weak practicality and innovation of traditional arts education. At the same time, the cultivation of an international perspective is to enable students to have global thinking and to make a Chinese voice in the process of serving the construction of a community with a shared future for mankind and promoting the development of human civilization. These studies all believe that promoting practical teaching reform is an important means for liberal arts universities/majors to cultivate innovative talents, promote educational transformation and upgrading, and meet the needs of the times.

Various universities have actively explored practical teaching. Firstly, interdisciplinary integration has become a major feature of practical teaching reform in universities. Peking University, Tsinghua University and other universities have introduced big data and artificial intelligence technology into traditional disciplines such as finance and management, helping to cultivate composite talents with both

economic management and technological capabilities. Relevant research shows that interdisciplinary integration not only enhances students' innovative thinking, but also strengthens their adaptability to complex economic environments; Renmin University is based on interdisciplinary integration and collaborative innovation in the development of new liberal arts, integrating high-quality resources both on and off campus, and leading the development of interdisciplinary integration. Secondly, the application of financial technology and big data has injected new impetus into practical teaching. Fudan University's finance courses help students understand the operational mechanisms of financial markets through practical data analysis, and apply big data for risk management and prediction. This type of course not only closely aligns with industry demands, but also enhances students' practical abilities in emerging technology fields, meeting the urgent demand for high-quality talents in the financial industry. [7] In addition, school enterprise cooperation and international practice are important means for financial and economic universities to improve the effectiveness of practical teaching. Some universities have established multiple off campus practice bases through cooperation with domestic and foreign financial institutions, providing students with real internship opportunities to enhance their practical skills in the work environment. Many universities also collaborate with overseas universities to provide cross-border internships and exchange learning opportunities, expanding students' international perspectives. Through interdisciplinary integration, financial technology application, and school enterprise cooperation, major universities continuously explore and innovate practical teaching models, providing excellent support for improving students' comprehensive quality and practical abilities. These explorations not only provide ideas for the reform of practical teaching in finance and economics colleges, but also provide theoretical and practical support for talent cultivation in the transformation and development of the national economy and society.

3. The Impact of the Development of New Liberal Arts on Finance and Economics Universities

With the promotion of the development of new liberal arts, finance and economics colleges need to update their educational concepts, teaching methods, and talent cultivation models in a timely manner, form a more diversified and forward-looking education system, actively respond to the call of national education and teaching reform, and cultivate high-quality composite talents that meet the needs of the new era.

3.1. Value guidance and integration of ideological and political education

The development of new liberal arts is centered on value guidance, which requires financial and economic universities, as the key areas for cultivating national economic management talents, not only to impart professional knowledge and skills, but also to strengthen the cultivation of social responsibility and patriotism. Schools should incorporate social hot topics such as industrial upgrading, green economy, and digital currency into classroom discussions through practical teaching, so that students can grasp cutting-edge economic knowledge and understand their roles and responsibilities in the country's economic development through discussions. Schools also need to explore how to integrate ideological and political education into teaching through social practice, encourage students to participate in social research, public welfare activities, and internships in government departments, and deepen students' understanding of national strategies and social development.

3.2. Integration of Information Technology and Teaching

The deep integration of new technologies, such as the Internet, big data and artificial intelligence, has provided strong technical support for the updating of course content and the reform of teaching methods in financial colleges and universities. Schools should leverage these technologies to create smart classrooms, virtual simulation platforms, and data laboratories, and establish a blended learning model that combines online and offline learning, creating a more interactive and application-oriented learning environment for students; Schools can also simulate economic activities such as securities trading and foreign exchange markets in virtual simulation courses to better help students understand the real market environment; Big data analysis and artificial intelligence technology can be widely applied in courses such as data processing and risk management, helping students better grasp the cutting-edge dynamics of financial technology; Finance and economics universities can also establish online teaching platforms to achieve cross campus and cross-border resource sharing, providing students with more diverse learning content and opportunities.

3.3. Interdisciplinary integration and collaborative education

The new liberal arts advocates the integration of multiple disciplines, which requires finance and economics universities to cultivate compound talents with a wide range of knowledge backgrounds and cross disciplinary practical abilities as the training goal, change the traditional education model that only focuses on knowledge of economics, management and other disciplines, and vigorously promote interdisciplinary cooperation, strengthen industry university research collaboration in education.

4. Exploration and Innovation of Practical Teaching in Finance and Economics Universities

In the context of the development of new liberal arts, finance and economics universities have carried out a series of effective explorations and innovations around practical teaching, promoting reforms in education models, teaching methods, professional course settings, platform construction, and international cooperation

4.1. Curriculum Ideology and Practice Innovation: Innovative Teaching Methods and Content

Finance and economics universities integrate ideological and political education into the entire process of talent cultivation through innovative practical teaching of ideological and political courses. The teachers of the School of Marxism at Central University of Finance and Economics have found the “problem chain teaching method” through experimentation and exploration, leading students to promote patriotism and express patriotism in the “walking classroom”. The school has also innovated the “Great Ideological and Political Course in the Museum”, combining ideological and cultural education. Through practical teaching, students can gain a deep understanding of Chinese history, culture, and economic development, and appreciate the hardships and glory behind the country’s development process.

4.2. Education model and talent cultivation: advocating interdisciplinary integration

Finance and economics universities actively explore the cultivation path of composite talents through inter school and intra school interdisciplinary joint training

models. Taking Central University of Finance and Economics as an example, the school and Beihang University jointly launched the “Financial Technology - Computer Science and Technology” bachelor’s degree program to cultivate composite talents who possess both financial knowledge and technical abilities; We have established joint degree programs in “Artificial Intelligence+Taxation” and “Artificial Intelligence+Insurance” with Beijing Institute of Technology, further expanding the application of artificial intelligence in fields such as finance, taxation, and insurance; Set up dual bachelor’s degree programs such as “Statistics Finance” and “Supply Chain Management Economic Statistics”. These interdisciplinary collaborative training programs not only broaden students’ knowledge breadth, but also enhance their adaptability in complex economic environments, meeting the country’s demand for high-level composite talents.

4.3. Professional Setting and Curriculum System: Deepening Industry University Research Cooperation

Finance and economics universities focus on deep cooperation with the industry in practical teaching, and promote the cultivation of innovative talents through the combination of industry, academia, and research. The Accounting major at Central University of Finance and Economics combines “general enrollment+major diversion” with industry practice through the “CO-OP” model, and designs a “one class, one camp” practical education platform, where students can directly participate in practical projects of enterprises and enhance their practical abilities; The advertising major focuses on practical teaching and collaborates deeply with enterprises to complete real advertising projects, creating a new path for practical education in advertising; The school has also launched a series of national level social practice courses, virtual simulation experiment courses, and school level quality experiment courses, emphasizing students’ operational experience in real environments, and strengthening their professional skills and practical abilities.

4.4. Construction of teaching platform: Strengthen the application of financial technology and big data

The rapid development of financial technology has brought opportunities for teaching innovation to finance and economics universities. Central University of Finance and Economics has promoted the construction of teaching resources, knowledge graphs, and shared digital resource libraries through the “Virtual Teaching and Research Room for Financial Technology”. Students can engage in financial market operations and intelligent investment advisory practices in simulated environments, enhancing their understanding and application abilities of financial technology. The school also offers courses such as big data analysis and blockchain technology to help students master the application skills of data processing and cutting-edge technologies. These technology oriented courses not only enhance students’ practical abilities, but also lay a certain foundation for their future career development.

4.5. International Cooperation: Expanding Students’ Global Perspectives

The school enhances the cultivation of international talents through cooperation with international financial institutions and multinational corporations. Central University of Finance and Economics has established multiple international internship bases, providing opportunities for cross-border learning and internships, helping students improve their cross-cultural communication skills, and accumulate

operational experience in the international financial market. The school also broadens students' international perspectives through exchange programs and overseas internships, providing solid support for them to become innovative talents in the context of a globalized economy.

5. Challenges and Countermeasures

In the context of the development of new liberal arts, finance and economics universities have actively promoted innovation in practical teaching through interdisciplinary integration, school enterprise cooperation, curriculum system reconstruction, and deepening international cooperation. However, there are still some bottlenecks that hinder the further improvement of practical teaching effectiveness.

Firstly, there are challenges in effectively integrating knowledge systems and methodologies from different disciplines. There are significant differences in knowledge systems and ways of thinking between finance and technology disciplines such as computer science and artificial intelligence. Traditional finance and economics disciplines focus more on qualitative analysis, macroeconomic perspectives, and theoretical systems, while technical disciplines emphasize quantitative analysis, algorithmic thinking, and programming practice. Integrating these two aspects organically not only requires students to master a wide range of knowledge backgrounds, but also requires instructional design to effectively integrate these contents within a limited teaching period. The teaching load is high, and students can easily master the core content of two different subjects in a short period of time, which can lead to excessive learning pressure and affect learning effectiveness.

Secondly, the mode of school enterprise cooperation is single and superficial. Due to confidentiality or commercial sensitivity considerations, cooperative enterprises usually limit the depth of student participation. During internships, students are mainly responsible for simple transactional work and cannot touch on the core business processes of the enterprise, which makes their practical experience superficial; Due to the limited number of practice bases and cooperative enterprises, many local universities find it difficult to provide sufficient practical opportunities for all students, and resources are relatively scarce, making it difficult to meet the diverse practical needs of students; There is a certain gap between the business needs of enterprises and the teaching objectives of universities, and the inconsistency between courses and actual needs is also an important factor affecting the practical effectiveness of students.

Thirdly, the matching degree between practical courses and market demand is insufficient. With the rapid development of financial technology and big data, finance and economics universities have made active adjustments in their teaching platforms and methods. However, the curriculum of universities is relatively fixed and the update cycle is long, making it difficult to quickly reflect the latest developments in the technology field; Although advanced virtual simulation platforms and data analysis systems have been applied in some universities, the widespread popularity of these tools faces difficulties due to funding and technological limitations, resulting in significant differences in the quality of practical teaching between universities and within the same university; The differences in experience of some university teacher teams in the application of new technologies and practical teaching can also affect

students' overall learning experience and weaken the effectiveness of practical teaching.

Finally, how to effectively integrate international resources and achieve synchronization between curriculum and teaching standards. The education systems, cultural differences, and industry demands vary from country to country, making it difficult for universities to ensure consistent quality of practical teaching when collaborating across borders; Language barriers, students' cross-cultural adaptability, scarcity of international internship opportunities, and the long-term sustainability of cross-border collaborative projects also exacerbate this challenge; Not only that, international cooperation also relies on the long-term support and resource investment of partner universities or enterprises, but these cooperative relationships may be affected by political, economic, or policy changes, leading to interruption or instability of cooperation and affecting the continuity and effectiveness of practical teaching. For finance and economics universities, how to effectively enhance students' global perspective and international competitiveness with limited international resources remains an important issue in the current reform.

Under these challenges, finance and economics universities urgently need to start from multiple aspects and seek broader and deeper breakthroughs and innovations.

One is to optimize the basic courses. Universities can set up specialized basic technology courses to provide introductory knowledge such as computer science and data analysis for finance and economics students, helping them gradually adapt to the thinking patterns and methodologies of technical disciplines. This can not only alleviate the learning pressure of students in the process of interdisciplinary integration, but also gradually improve their practical experience and learning effectiveness through modular curriculum design, project-based learning, and other means. The introduction of interdisciplinary mentorship system, organization of study groups, and flexible learning path design can also help students better integrate financial and technical knowledge and enhance their comprehensive abilities.

The second is to deepen school enterprise cooperation. Universities should further adjust their curriculum to better meet the development needs of the industry. By establishing joint research projects and deeply integrating scientific research and student development, schools can not only help students gain a deeper understanding of the core business of enterprises, but also expand the depth and breadth of practical resources through co building laboratories, research and development centers, and other platforms. In this way, students can be exposed to cutting-edge industry technologies during their school years and enhance their practical skills and innovation abilities. At the same time, school enterprise cooperation can also promote the teaching content of universities to adapt to the rapid changes in the industry more quickly, shortening the adaptation period for graduates entering the workplace.

The third is to enhance the flexibility and timeliness of practical courses. Universities can gradually break the limitations of traditional teaching methods by introducing modular curriculum design, flexibly integrating cutting-edge technologies such as financial technology, big data, and blockchain into course content, and quickly adjusting according to market demand. This flexible teaching design not only ensures the cutting-edge nature of students' learning content, but also aligns their learning outcomes with vocational qualification certificates through integration with industry certification systems, ensuring that their skills meet industry standards and market demands.

The fourth is to attach importance to cultivating students' cross-cultural competence and international literacy. Schools can offer practical training programs such as cross-cultural management courses, simulated international business negotiations, and global financial market operations to help students enhance their cross-cultural communication skills and accumulate valuable experience in international business scenarios. At the same time, schools can also provide students with more learning and practical opportunities in the context of globalization by promoting international exchange programs, joint training programs, and dual degree programs, helping them gain a competitive advantage in the complex and ever-changing international workplace environment.

Under the background of the development of new liberal arts, finance and economics universities are facing multiple challenges such as interdisciplinary integration, deepening of school enterprise cooperation, optimization of curriculum system, and international cooperation. Through the implementation of a series of policy measures, they will undoubtedly cultivate more composite talents with global vision and innovation ability for the country's economic transformation and industry development. This process not only requires policy support, but also the continuous exploration and innovation of universities themselves.

6. Conclusion and Prospect

Amid the development of new liberal arts, finance and economics universities have made initial progress in the reform and innovation of practical teaching. These universities have gradually explored an innovative path that adapts to the development of the times through innovative teaching content, interdisciplinary integration, industry university research cooperation, optimization of teaching resources, and continuous promotion of international practice. However, the comprehensive improvement of practical teaching level in finance and economics colleges is not only an improvement of existing models, but also a profound transformation of educational philosophy. Higher education shoulders the responsibility of cultivating innovative and versatile talents in the current social and economic transformation, and finance and economics universities must continue to play a leading role in this process.

With the increasing demand for high-level talents in the country and the rapid changes in the global economy and technology, the core value of practical teaching has become increasingly prominent. This is not only an effective way to enhance students' competitiveness, but also an important indicator for evaluating the quality of higher education. In this situation, finance and economics universities should actively respond to the call of the times, fully utilize the opportunities brought by the new liberal arts reform, and further optimize the talent training system. The innovation and reform of practical teaching is a long-term and dynamic process. In the future development of finance and economics universities, they must continue to pay attention to changes in the industry and technological progress, adjust teaching content and modes in a timely manner, and through joint efforts from multiple parties, constantly summarize and optimize, in order to form a sustainable practical teaching system that meets the needs of the times in the context of the development of new liberal arts. This will provide solid support for students' career development and social progress. This is not only the goal of education reform, but also the mission entrusted to financial and economic universities by the development of new liberal arts.

Conflicts of Interest

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

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