

# The Exploration of the Teaching Reform in the Bilingual Course in China's Applied Undergraduate Colleges

## -- Take "International Investments" Course as an Example

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### Abstract

**Bilingual teaching for investment majors in universities is an inevitable requirement of social economy and investment globalization for compound talents. With the rapid development of global international investment, the bilingual teaching of "International Investments" in applied universities is in urgent need of reform. This paper analyzes the significance and characteristics of "International Investments", and discusses the problems of bilingual teaching from the perspective of theory and practice. Accordingly, this paper puts forward some countermeasures to improve the teaching effectiveness, so as to cultivate innovative talents with higher theoretical and applied level.**

### Keywords

**International Investments; bilingual education; Teaching reform; Applied undergraduate colleges.**

## 1. Introduction

### 1.1. The Background of the Reform and Innovation of the "International Investments" Course

With the development of international investment practice, the discipline system of western international investment has been greatly developed, and a set of basic theories and basic methods with professional characteristics have been basically formed, gradually becoming a similar to international trade and international finance. Independent economic discipline. Before the reform and opening up, my country was basically a closed economic system. The scale of foreign capital utilization was very small, and foreign direct investment was completely blank. The teaching and research of international investment in colleges and scientific research institutions are limited to being an integral part of political economy and other disciplines, mainly introducing and studying the capital export problems of developed capitalist countries. After the Third Plenary Session of the Eleventh Central Committee, my country's foreign economic exchanges and work have continued to expand, and the use of foreign capital and foreign investment have made considerable progress.

Since the 1990s, with the development of economic globalization and integration, restrictions on international capital flows have been gradually relaxed, privatization of state-owned enterprises in developing countries, and the widespread prevalence of international operations of multinational enterprises, and the rapid expansion of global international investment, It has already surpassed the development speed of international trade and international technology transfer and has become a highlight of the world economy. In recent years, changes in the field of international investment are very worthy of attention.

## 1.2. The Significance of the Reform and Innovation of the "International Investments" Course

With the integration of world markets, the international operations and management of multinational companies have played an important role, and international investment activities have been greatly promoted and developed. International investment theory was born and developed under this background [1].

Broadly defined international investment includes international direct investment, international securities investment, international lending, and some international aids. International investment in a narrow sense refers only to international direct investment and international securities investment. The goal of the course "International Investments" is to stimulate students' interest in international investment, master the basic theories and practices of modern international investments, master the performance evaluation methods of international investment and understand the process of international investment, and guide everyone to master relevant theoretical knowledge, so that the students can have the ability to make reasonable international investment decisions.

Due to the late emergence and short history of China's International Investments practice, the discipline system of international investment and the teaching contents and methods determined by the system are not mature enough. With the establishment of China's socialist market economy system and the further expansion of opening up to the outside world, the rapid development of foreign investment and foreign investment, and the rapid increase in the social demand for international investment management talents, we should strengthen the research on the theory of international investment and the teaching of international investment, so as to constantly improve and enrich the system and teaching content of international investment, which is undoubtedly of great significance. At the same time, the content and teaching methods of the course are not perfect, and it cannot fully arouse the enthusiasm of the students, nor is it conducive to the cultivation of students' professional ability. Under the background of higher employment pressure for undergraduates, it is urgent and necessary to reform and innovate the teaching methods of the course "International Investment".

## 2. Features of the "International Investment" Course

How to improve the teaching effect of the course "International Investments" needs to start from the course teaching content and subject system, and summarize its characteristics.

### 2.1. Constantly Updated Teaching Content

As the pace of world economic growth accelerates and the degree of global economic integration deepens, international investment methods, fields, and the geographic areas involved have undergone great changes [2]. In the teaching of international investment, with the development and changes of the form of "International Investments", the annual investment data and information also change. The theme and content of the "World Investment Report" published by UNCTAD alone are constantly updated. This has led to the need to keep up with the times and constantly improve and update the interpretation of the international investment theory and the corresponding "international investments" course content. This requires the simultaneous updating of a large number of cases in reality and teaching content, as well as the diversification of teaching methods to effectively output the updated teaching content.

### 2.2. Significance of Theory and Practice

"International investment" is an applied economics course which takes both theory and practice into consideration. It not only includes rich international investment theory, but also has strong practicality [2]. For example, the early universal international investment theory on

international securities investment and credit investment behavior. Since then, due to the expansion of the scale of international direct investment, the proportion of direct investment led by transnational corporations in economic growth has gradually expanded. After China's reform and opening up, the scale of FDI that China receives and flows out is also gradually expanding. In this process, a large number of international direct investment theories have been formed, including comparative advantage theory, monopoly advantage theory, product life cycle theory, investment development theory and so on.

In addition, international investment practice training is also very important. The operation of modern international securities investment not only needs theoretical guidance, but also needs to master the operation mode and rules of relevant operating system, as well as how to collect and analyze a large amount of information, and convert it into effective information with guiding value. Only through the accumulation of practical operation can we understand and apply it well.

### **2.3. Change from Teaching in Chinese to "Bilingual" Teaching in Chinese and English, or Even Teaching in English**

Bilingual teaching is an important part of learning professional knowledge. In order to make bilingual teaching develop healthily, the main purpose of bilingual teaching is to learn advanced foreign professional knowledge. English is just a tool for learning professional knowledge. Using English tools to learn professional knowledge in turn can promote the improvement of English proficiency, and the two complement each other.

In addition, the implementation of English teaching is an important aspect of the transformation of teaching methods in international investment. The fundamental reason for teaching professional courses in English is the internationalization of economic activities [3]. English is the most common business language in the world today. Teaching in English not only helps to timely adopt the new achievements in the use of international investment teaching and research and the "instant" international investment information in the world's international capital markets, but also helps students improve their ability to communicate in English in their professional work, which is beneficial to Students are employed in international companies, multinational companies, and domestic companies in international metropolises. The Singapore government regards the implementation of English teaching as an important measure to improve the investment environment, attract foreign investment, and increase the ability of enterprises to participate in international competition.

## **3. Problems in the Teaching of "International Investment" Bilingual Courses**

### **3.1. Teaching Materials Focus on Western International Investment Practice**

The selection of teaching materials is difficult to "combine Chinese and Western". Bilingual teaching requires the use of original English textbooks. The original textbooks are mostly written in the context of the social-economic life of European and American countries. They rarely mention or bring the reality of international investment in emerging market countries, especially China, and almost do not involve China's social and economic life. Therefore, in the course of learning, Chinese students will inevitably feel deviated from China's actual national conditions and think that theory is not connected with reality. The student union thinks it is not very useful to learn.

### **3.2. Unclear Proportion of Chinese and Foreign Languages Used in Teaching**

At present, the three different teaching methods of bilingual teaching in China can only adopt two types of transitional teaching methods, which are mixed and semi-foreign language

teaching. The mastery of the proportion of Chinese and foreign languages taught is indeed difficult to adjust, and it is difficult to get it right. Although this kind of financial bilingual major courses are usually offered in junior or senior year, most of the students have passed the CET-4 and CET-6 exams, but they are not very proficient in the vocabulary of financial English major. Therefore, in the bilingual teaching process In this case, there will be a phenomenon in which the business operation process is taught entirely in Chinese. Even if the lectures are conducted in English, they must be repeated in Chinese, resulting in a "time-consuming and inefficient" situation.

### **3.3. Teaching Methods Lacking Diversity and Flexibility**

Although the teaching model reform has been carried out for many years, in actual teaching, the proportion of using various teaching methods is still not high [4]. For a long time, it has been a teaching mode mainly based on teachers. This teaching mode is mainly based on the instillation of knowledge in the classroom of the teacher. It emphasizes one-sidedly the key difficulties and time progress of each class, ignores the cultivation of students' active learning habits and abilities, and the students' participation is not high, neglecting to analyze and solve problems for students Ability development. The end result is that the quality of teaching is generally not high, which not only reduces the learning efficiency, but also fails to cultivate the ability to solve practical problems in practical applications.

## **4. The Countermeasures for the Teaching Reform of the "International Investments" Bilingual Course**

### **4.1. Timely Updated Teaching Content**

With the rapid growth of the world economy, especially emerging market countries, the theory of international investment has been continuously developed, and the corresponding course content has also been continuously replaced [5]. At the same time, there are a lot of real-time international investment information closely related to the course teaching in the development of the world economy. Interpreting this information is also a way to combine theory and practice, and it is also a means to activate the atmosphere of the course. In addition, Chinese-related content can be supplemented with original textbooks mainly in the West.

### **4.2. Enriching Teaching Resources**

Teaching resources are an important factor. In the teaching of international investment bilingual courses, the lack of bilingual textbooks is the biggest shortcoming [6]. The original English textbook on international investment mainly introduces international finance and international indirect investment, but it does not involve international direct investment. This has caused great obstacles for students to deeply understand and master related theories. In addition, due to the lack of relevant case support in international investment practice teaching, students generally feel that the content is relatively difficult to understand; at the same time, international investment cases from newspapers, magazines and the Internet are relatively isolated and scattered, and it is difficult to have a certain systemic These have caused a great impact on the teaching of international investment. Therefore, enriching teaching resources is an important reform direction of bilingual teaching in international investment.

### **4.3. Adjustment of Teaching Methods**

The richness of the content of international investment courses and the particularity of the cultivation of innovative and entrepreneurial talents require course teaching to be based on traditional classroom teaching and comprehensive use of seminar-experience-based teaching models to adapt to the teaching objectives and teaching content. Teachers can use case-based teaching, experimental practice teaching, situational seminar teaching and other teaching

modes to cultivate students' interest in the bilingual curriculum, so that students can better grasp the teaching content and cultivate their ability to solve problems, thereby further improving the teaching effect [2]. For example, case-based teaching method requires teachers to provide students with typical cases matching the teaching content to help students analyze and think, guide students to use the knowledge they have learned to analyze and explain practical problems, and increase students' perceptual knowledge. Through case discussion teaching, the knowledge and analysis will be organically combined to achieve better teaching effect. Strengthen the use of case-discussed teaching, so that the case is closely linked to the syllabus and the direction of the international trade profession. It can be used on important websites such as the World Investment Report, the UNCTAD website, the WTO website, and the China Investment Guide, as well as magazines, radio, TV. The collection of related cases on the Internet as the main supplementary reference materials for teachers' classrooms makes the cases more authentic, targeted and typical, making the courses more closely related to the actual participation of companies in international investment activities, thereby improving the practicality of the courses. It is conducive to strengthening the spirit of cooperation between students, it is conducive to the cultivation of students' independent thinking ability and innovative consciousness, it is conducive to building a democratic and equal teacher-student relationship, and it is conducive to creating a teaching atmosphere for teachers and students to create their own potential.

## 5. Conclusion

With the development of economic globalization and integration, the restrictions on international capital flow are gradually relaxed, the use of foreign capital and foreign investment is rapidly developing, and the social demand for international investment management talents is increasing rapidly. Strengthening international investment theory and international investment courses Teaching research is undoubtedly of great significance. The course of "International Investment" has the characteristics of fast updating of teaching content, equal emphasis on theory and practice, and a shift to bilingual teaching.

However, the bilingual curriculum also has certain problems, such as the teaching materials are more focused on Western international investment practices, the proportion of Chinese and foreign languages taught is not clear, and the teaching methods lack diversity and flexibility. Through the teaching content should be updated in a timely manner, enrich teaching resources, adjust teaching methods and other measures, can effectively solve these problems, improve teaching effectiveness, and lay the foundation for training professional international investment and management talents.

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