

Discussion on Curriculum Provision of International Economy and Trade Department of Independent Institute

A Case Study of Great Wall College of China University of Geosciences

Xiaoyan Liu¹

Great Wall College
China University of Geosciences
Baoding, Hebei, China, 071000

Yanlong Pang²

Hebei University
Baoding, Hebei, China, 071002

Abstract—Independent institute was newly established, so it had not set up enough majors. In terms of current majors, there are still many problems. This paper take the example of China University of Geosciences Great Wall College to analyze current conditions and existing problems of the major international economy and trade, then give some advice so as to find a more reasonable arrangement for curriculum provision and cultivate practical talents.

Keywords—*independent institute; international economy and trade department; curriculum provision; Great Wall College of China University of Geosciences*

I. INTRODUCTION

In recent years, Chinese foreign trade has been developed rapidly, so more and more foreign trade talents are urgently needed. Under this circumstance, many colleges and universities begin to set up the major international economy and trade. Of course, independent institutes are included. But they are different from both ordinary public universities and vocational-technical school. They have different training objectives from public universities even they also belong to undergraduate program, they aims at cultivating practical talents, laying much emphasis on operating ability. In terms of newly established China University of Geosciences Great Wall College, they set up the major international economy and trade under economics, aiming at cultivating high-level practical talents. Curriculum provision is a key part in

fulfilling this goal. The original curriculum was a reference for other local colleges and universities related curriculum, and has been changed many times later, yet still many problems appeared in practicing process. So institutes are asked to make best use of both worlds, refer to the others' curriculum provision and make the goal cultivating practical talents come true.

II. CURRENT CONDITIONS OF CURRICULUM PROVISION OF INTERNATIONAL ECONOMY AND TRADE DEPARTMENT

As the other public colleges and universities, the curriculum provision framework of international economy

and trade department in independent institute consists of five parts: public basic courses, professional basic course, Professional core course, Professional elective course and public elective course. In addition, China University of Geosciences Great Wall College sets up quality developing course, which makes up a certain rate. The credit hours and credit arrangements are as follows:

TABLE I. CLASS HOURS AND CREDITS ASSIGNMENT TABLE OF INTERNATIONAL TRADE DEPARTMENT IN GREAT WALL COLLEGE OF CHINA UNIVERSITY OF GEOSCIENCES

| Courses Category | | Class Hours | | | | Credits | |
|--------------------|------------------------------|----------------------|-----------------------|-------------------|------------|---------------|------------|
| | | Academic class hours | Practical class hours | total class hours | Proportion | Total credits | Proportion |
| compulsory courses | General education | 768 | 240 | 1008 | 36% | 59.5 | 31.4% |
| | Basic subject | 402 | 62 | 464 | 16.6% | 29 | 15.3% |
| | Professional skill | 600 | 376 | 976 | 34.9% | 61 | 32.2% |
| | Subtotal | 1770 | 678 | 2448 | 87.5% | 149.5 | 78.9% |
| elective courses | Professional elective course | 146 | 14 | 160 | 5.7% | 10 | 5.3% |
| | Public elective course | 154 | 38 | 192 | 6.8% | 12 | 6.3% |
| | Quality developing course | | | | | 18 | 9.5% |
| | Subtotal | 300 | 52 | 352 | 12.5% | 40 | 21.1% |
| Total | | 2070 | 730 | 2800 | 100% | 189.5 | 100% |

What is the most important to a major is the provision of professional core course and professional elective course. Referring to other colleges and universities, independent institute sets up courses such as An Introduction to International Trade, Practice of International Trade, International Finance, Business Correspondence for Foreign Trade, Economic and Trade Professional English, International Settlements, International Economics, International Economics and so on; professional elective course such as International Commercial Arbitration and Litigation, Introduction to World Economy, Introduction to Chinese Foreign Trade, Electronic Commerce, etc. Internship and practical training contains during-course practice (experiment), comprehensive practice on international trade, graduation field work and Graduation Thesis. Independent institute wants to cultivate practical talents so it sets up more practicing courses than public colleges and universities. From Table 1, we can find that the class hours of practical courses counts 27.8 percent. Such arrangement helps students combine theory with practice better, and is conducive to cultivation of practical talents.

III. EXISTING PROBLEMS IN CURRICULUM PROVISION

According to the requirement of Ministry of Education, no independent institute has set up a comparatively complete system in curriculum provision and it can realize the goal basically, but we can't deny that there still exist some problems in the Curriculum Provision of the major international economy and trade of mostly independent institutes.

A. Relatively Less English Courses

The students from international economy and trade department mainly take on foreign trade so they have close contact with foreign enterprises, which puts a high demand for oral English on students. Currently, most independent institutes have not paid much attention to this point, except basic English class in lower divisions and economic and trade professional English in junior year, students have no access to improve English, even in class, students have no chance to practice English, this is what we called "Dumb English". It is a great problem that students how to communicate with foreigners at work. Take the China Great Wall College of the University of Geosciences for example, it just sets *Professional English I in Economy and Trade* and *Professional English II in Economy and Trade* in Term 2 of the junior year and *Business Correspondence for Foreign Trade* in the senior year apart from basic English courses. Comparing to other colleges and universities, the Great Wall College sets up more English courses and teaches longer, their teachers underline oral English practice in class. Even so, students' oral English is too poor to meet the need.

B. No Strong Specialty in Curriculum Provision

The international economy and trade department has set up many professional foundation courses, professional core courses and professional elective courses. Independent institutes are devoted to cultivating practical talents, but such curriculum provision is short of specialty, only theory

learning can't make students qualified talents when graduating. So institutes should reform their curriculum system to be more specific to realize the goal cultivating practical talents

C. Comparatively Narrow Curriculum Structure

In terms of curriculum provision of most independent institutes, their professional core courses are too specific, while the Professional elective courses involve little fields. Professional core courses stress too much on trade while involve little international economy, some institutes even involve no. Only a few of elective courses involve international trade. In addition, teachers of independent institutes are young, they have little practical experience, and teach too much theory, overlook practice and short of teaching skills, at the same time, their analysis ability isn't enough. These problems limit what students learn, weaken their adaptability to work when graduating.

IV. PROPOSALS ON CURRICULUM PROVISION OF INTERNATIONAL ECONOMY AND TRADE DEPARTMENT OF INDEPENDENT INSTITUTES

The existing problems of the major greatly limited its talents cultivation, only to change the condition and make reasonable curriculum arrangement can adapt students to society soon. Institutes could take measures to adjust curriculum arrangement on the following respects:

A. Adding More English Courses

If institutes want to improve students' English level, and make the students meet the need of international trade, besides the basic English courses, they should spend more energy on professional English. Now, China University of Geosciences Great Wall College revised their training program, added teaching hours from 32 to 48 in terms of the courses *Professional English I in Economy and Trade* and *Professional English II in Economy and Trade*, it required teachers to give more chance to students practicing oral English. Furthermore, it set *International Settlements and Business Correspondence for Foreign Trade* as elective courses, aiming at improving oral English and writing ability.

B. Setting Courses according to Training Objectives

The major belongs to Applied Economics, its goal is to cultivate practical talents. In order to make the goal come true, make the students become qualified persons of international economy and trade, the institutes should set up strong transactional courses, and encourage their students get relevant certificate, such as international commercial documents, customs declaration certificate, business English certificate, inspection certificate, which help students master professional knowledge better and assist them to be qualified talents in this field. So far, many institutes have set the courses such as *Practice of International Trade*, *Introduction to Chinese Foreign Trade*, *Practice of Documents for Foreign Trade*, *Professional English in Economic and Trade* etc. These courses help students greatly in getting relevant certificate.

C. Broadening Curriculum Structure

The talents cultivation of the major international economy and trade of independent institutes should set up economic courses other than professional courses, so the institute sets *International Economics*, adds *Intermediate Macroeconomics* and *Intermediate Microeconomics* etc. By doing this, students can understand professional theory better.

Moreover, because its training goal is to cultivate practical talents, apart from the necessary courses, independent institute should have some practicing professional courses. At present, most independent institutes focus on teaching theory while overlooking operation ability. In order to make change, the independent institute of China University of Geosciences Great Wall College sets *The Professional Internship for Practice of International Trade* in the first half senior year, makes students step into laboratory and work as different role to simulate International trade and put theory into practice to make the students master the knowledge better and to be qualified as practical talents.

REFERENCES

- [1] Liu Yan. Theory of Games and Curriculum Provision of Local Universities.[J].Research on New Curriculum, 2012.08
- [2] Tong Mingliang. Analysing Talent Cultivation of International Trade Department from the View of Curriculum Provision--A Case Study of Hei Longjiang University of Finance and Economy [J].Northern Economy and Trade, 2010 (1)
- [3] Liu Yuncai, Guo Yudong. A Research on the Innovation of Professional Curriculum Provision of International Trade Department of Independent Institutes[J].The Contemporary Education BBS,2010 (10)
- [4] Deng Xiaofang. A Conception on the Practice Course of International Trade Department of Independent Institutes--Based on the Current Condition Analysis of the Finance and Economics and Law Department[J].Study of Higher Education and Higher Vocation ,2011 (43)