

Article

Research on Innovative Pathways for Integrating Ideological and Political Education into International Finance Courses from the Perspective of New Quality Productive Forces

Jun Yin ^{1,*}

¹ College of Finance and Economics, Hainan Vocational University of Science and Technology, Haikou, 570000, China

* Correspondence: Jun Yin, College of Finance and Economics, Hainan Vocational University of Science and Technology, Haikou, 570000, China

Abstract: This study systematically examines the integration of ideological and political education (IPE) into international finance courses in Chinese universities within the framework of new-quality productive forces. The research identifies several key challenges hindering effective integration, including unclear educational objectives for IPE, insufficient alignment between ideological content and professional knowledge, a lack of diversified and interactive teaching models, and incomplete evaluation and quality assurance mechanisms. These issues constrain the cultivation of both professional competence and social responsibility among students, limiting the effectiveness of IPE in shaping globally aware and ethically responsible financial professionals. In response to the ongoing digital transformation of higher education, this paper proposes a series of innovative strategies for curriculum design and pedagogical implementation. First, it emphasizes the clarification of training objectives and the construction of a competency-based system that integrates professional expertise, global perspective, ethical awareness, and social responsibility. Second, it advocates for a blended teaching model that combines theoretical instruction, case-based learning, simulations, and practical training, thereby enhancing both knowledge acquisition and application skills. Third, it highlights the role of digital technologies in enabling precise allocation of learning resources, real-time feedback, personalized guidance, and continuous learning monitoring, ensuring that students' learning paths are adaptive and data-informed. Finally, the study recommends establishing a multi-dimensional evaluation framework that encompasses formative and summative assessments, peer review, and self-reflection, supported by quality assurance mechanisms to monitor the effectiveness and sustainability of IPE integration. Through these approaches, the study seeks to provide practical and theoretical insights into the deep integration of ideological and political education with professional finance training. By fostering students' professional capabilities, global awareness, and civic consciousness, the proposed framework aims to cultivate high-caliber financial talent equipped to contribute effectively to both national development and the evolving global financial landscape. The findings offer valuable guidance for universities, policymakers, and educators seeking to advance innovative, digitally enabled, and socially responsible financial education aligned with the principles of new-quality productive forces.

Published: 03 December 2025



Copyright: © 2025 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>).

Keywords: international finance; ideological and political education; curriculum innovation

1. Introduction

In the context of rapid technological innovation and the rising importance of digital transformation, cultivating high-caliber talent has become a central task for universities in China. Talent is a decisive factor in driving the development of new quality productive forces, and the cultivation of professionals who can understand, apply, master, and innovate with emerging technologies is crucial for sustaining national economic and social development. Beyond technical expertise, the value orientation and social responsibility of these professionals profoundly influence the trajectory of national progress. As key institutions for training financial specialists suited to the era of new quality productive forces, universities are tasked with effectively integrating ideological and political education (IPE) into their curricula to develop well-rounded graduates. These graduates should possess not only solid professional skills and innovative capacities but also a strong ethical foundation, civic awareness, and scientific literacy, enabling them to contribute meaningfully to high-quality development and national modernization [1].

In alignment with the objectives outlined in the national "14th Five-Year Plan" for educational informatization and broader strategies for digital transformation in higher education, curriculum-based IPE must go beyond its traditional role of moral education. It should actively leverage digital tools and pedagogical innovations to achieve deep integration with professional education, creating synergies that enhance both learning outcomes and practical competence. This integration ensures that students are not only morally grounded but also capable of responding effectively to complex global challenges in the financial sector.

International finance courses, as a core component of finance programs, play a pivotal role in this educational strategy. These courses cultivate students' global perspectives, analytical skills, and understanding of international market dynamics, thereby aligning professional competence with national financial strategies and global economic participation. At the same time, integrating IPE into these courses reinforces students' sense of national mission and social responsibility, fostering professionals who are not only proficient in finance but also committed to contributing to national development and societal well-being.

This study therefore takes international finance courses as a case for examining innovative pathways to achieve the deep integration of IPE with digital pedagogy. It explores how universities can construct competency-based curricula, implement blended teaching models, and leverage digital technologies to optimize resource allocation, provide continuous feedback, and establish multi-dimensional evaluation mechanisms. By doing so, the study aims to enhance students' professional literacy, global awareness, and patriotic commitment, ultimately offering theoretical insights and practical guidance for cultivating high-quality financial talent capable of advancing China's new quality productive forces [2].

2. Current Situation and Challenges in Integrating IPE into International Finance Courses

2.1. Ambiguous IPE Objectives and Insufficient Content Integration

Many universities still lack clear, concrete objectives for integrating ideological and political education (IPE) into international finance courses. Although curriculum-based IPE has been emphasized as a central guideline in educational reform, its practical implementation often remains superficial, fragmented, and disconnected from professional content. Instruction primarily focuses on theoretical frameworks such as exchange rate regimes, financial market structures, and cross-border capital flows, while insufficiently incorporating value-oriented dimensions related to national financial security, global economic competition, and the safeguarding of national economic interests [3].

This fragmented, additive approach prevents the formation of a coherent value-guidance system, leaving students with a limited understanding of the broader strategic context of finance. They often struggle to appreciate the significance of national financial governance or to understand China's positioning within the global economic landscape. Consequently, the courses fall short in cultivating essential competencies such as patriotism, institutional confidence, ethical judgment, and strategic thinking—key attributes required for nurturing new quality productive forces. Establishing clear IPE objectives and integrating them systematically with professional knowledge and competencies is therefore critical to building a cohesive, value-driven curriculum framework.

2.2. Limited Innovation in Teaching Models and Insufficient Application of Digital Technology

Traditional lecture-based methods continue to dominate international finance education, resulting in low levels of student interaction and minimal opportunities for practical engagement. While digital technologies and online platforms are increasingly available, their use is primarily confined to content delivery and resource sharing, lacking systematic mechanisms for embedding IPE, conducting learning analytics, or supporting personalized instruction.

The absence of effective blended learning models—combining online modules, interactive case studies, simulations, and project-based learning—limits students' ability to apply theoretical knowledge to real-world scenarios, engage in value-based reflection, and develop critical decision-making skills. Without such pedagogical innovations, the integration of IPE remains abstract and symbolic rather than functional, reducing its overall impact on students' professional and ideological development.

2.3. Misalignment Between Course Content and Societal Needs in the Era of New Quality Productive Forces

The content of international finance courses largely adheres to traditional disciplinary structures, with slow updates to reflect the rapid evolution of global financial systems, digital economies, and new quality productive forces [4]. Current textbooks and teaching materials often remain rooted in classical theories and conventional analytical models, failing to fully incorporate contemporary international finance cases, fintech innovations, cross-border payment systems, or digital currency frameworks.

As a result, students often demonstrate limited understanding of critical issues such as national financial security strategies, the internationalization of the Renminbi, and competition in digital currencies. Their sensitivity to changes in the global economic and political landscape is insufficient, constraining their ability to analyze national interests and international competitive dynamics effectively. Moreover, practical teaching remains heavily dependent on case discussions and theoretical exercises, providing minimal training in data-driven research, problem-solving, risk assessment, or policy analysis. This misalignment hinders the development of interdisciplinary skills and competencies necessary for the new quality productive forces era.

2.4. Absence of a Comprehensive IPE Evaluation System and Lack of Effective Feedback

A robust evaluation system is essential for ensuring the quality and efficacy of curriculum-based IPE. However, in international finance courses, assessment continues to rely predominantly on traditional examinations and homework assignments, with evaluation criteria focused primarily on knowledge mastery. This approach neglects important dimensions such as students' value comprehension, critical thinking, ideological literacy, global awareness, and professional competencies.

Furthermore, classroom learning data are inadequately collected and analyzed, preventing instructors from monitoring students' learning behaviors, engagement with IPE content, or value development. Without such feedback, teaching strategies cannot be

dynamically adjusted, and IPE integration remains incomplete, lacking a closed-loop management system for continuous improvement. To address this gap, a multi-faceted evaluation framework is urgently needed, encompassing formative assessment, process-oriented evaluation, and outcome-based feedback. Such a system should assess students' knowledge application, value cognition, interdisciplinary competence, critical thinking, and satisfaction with course design, providing actionable insights for instructional refinement and ensuring that IPE objectives are precisely achieved.

3. Innovative Pathways for Integrating IPE into International Finance Courses

3.1. Clarifying IPE Objectives for Talent Development

In the context of rapidly evolving productive forces driven by technological innovation and global economic transformation, the ideological and political (I&P) integration of international finance courses must prioritize the cultivation of high-quality, interdisciplinary financial talent. This dual focus on professional competence and value guidance is critical for developing students who can navigate complex financial landscapes while internalizing principles aligned with national strategic objectives.

Specifically, courses should strengthen students' global perspectives, enabling them to understand international financial rules, cross-border regulatory frameworks, and the operational logic of the global economic system. Concurrently, professional capability development must equip students with advanced skills in financial policy analysis, cross-border capital management, risk identification, and mitigation strategies, while fostering the ability to apply theoretical knowledge to practical problems in real-world contexts. Equally important is cultivating social responsibility and ethical awareness, encouraging students to engage with global financial issues from a domestic perspective, address international economic challenges, and translate ideological and political principles into conscious actions that support national financial strategies and global economic stability. Clearly defining these objectives allows for coherent course design, focused instructional implementation, and aligned assessment frameworks, ensuring that students simultaneously acquire knowledge, skills, and value-oriented competencies.

3.2. Establishing a Competency Framework for Ideological and Political Education

To ensure systematic development, a competency framework for I&P education in international finance courses should encompass three interrelated dimensions: professional expertise, global awareness, and social responsibility.

In terms of professional expertise, students should master core theories and practical skills in international finance, including balance of payments analysis, exchange rate policies, cross-border capital flows, and financial risk management. This foundation equips students to navigate complex financial systems and respond effectively to dynamic market conditions. Regarding global awareness, the curriculum should cultivate students' capacity for cross-cultural understanding and adherence to international norms, enhancing their analytical judgment and decision-making skills for international collaboration and cross-border financial operations. Concerning social responsibility, students should be guided to recognize their role in advancing national strategic goals, appreciate the societal impact of financial decision-making, and internalize ethical standards that inform their professional actions.

By leveraging information technology in course design and pedagogical practice—such as learning management systems, interactive platforms, and data-driven monitoring—educators can create clear pathways for competency development. This integrated approach ensures students acquire professional knowledge while simultaneously developing systematic I&P literacy, fostering synergistic growth between knowledge acquisition and value formation.

3.3. Designing a Blended Teaching System

Building upon clearly defined objectives and competency frameworks, international finance courses should implement a blended teaching system that combines theoretical instruction, case-based learning, and experiential practice to fully embed I&P education into the curriculum.

Theoretical instruction should incorporate patriotic education, national financial strategies, and analysis of international regulatory frameworks into core knowledge modules. For instance, including case studies on the internationalization of the Renminbi, management of China's foreign exchange reserves, and cross-border financial policies can deepen students' understanding of national strategic imperatives while reinforcing ideological and political awareness. Case-based learning should integrate historical and contemporary examples with ideological and strategic significance, such as global financial crisis responses, China's regulatory innovations, and international cooperative financial practices, thereby fostering critical thinking, analytical ability, and responsibility in navigating global financial issues.

Experiential practice should include virtual simulations, multinational financial modeling, international negotiation exercises, and scenario-based problem-solving. These practical experiences allow students to engage with realistic financial challenges, apply professional knowledge, and reinforce recognition of national interests and the global financial order. Through these integrative activities, ideological and political education becomes concretely embedded in professional learning, enabling students to develop both cognitive competencies and value-based judgment in tandem.

3.4. Establishing a Scientific Evaluation System

A comprehensive evaluation system is crucial for ensuring the effectiveness of I&P integration in international finance courses. The system should address three dimensions: the teaching process, student competency development, and the achievement of learning objectives.

In practice, this requires designing multidimensional assessment indicators, including students' ideological understanding, professional skill mastery, critical thinking, global awareness, and course satisfaction. A dynamic feedback mechanism should facilitate real-time monitoring and data analysis, enabling instructors to promptly adjust teaching strategies, identify learning gaps, and respond to student needs. Additionally, a quality assurance system should be implemented, encompassing periodic evaluations, expert supervision, and structured student feedback to ensure continuous alignment with course objectives.

By systematically refining course content and instructional strategies in response to societal changes, technological innovations, and evolving financial industry requirements, the curriculum can achieve integrated development of theoretical knowledge, professional competence, and value-based education. This approach not only enhances students' professional literacy but also cultivates a sense of responsibility and strategic awareness aligned with the era of new quality productive forces, thereby fostering well-rounded, high-caliber financial professionals capable of contributing to national and global economic development.

4. Discussion

The integration of ideological and political education (IPE) into international finance courses represents a critical nexus between professional competence development and value guidance in the era of new quality productive forces. The analysis of current practices reveals that while universities have made initial efforts in curriculum reform, significant gaps remain in both instructional design and systemic implementation. Ambiguities in IPE objectives, fragmented content integration, limited application of

digital technologies, and the absence of comprehensive evaluation mechanisms collectively constrain the full realization of educational goals.

From a pedagogical perspective, these challenges highlight the need for a more coherent and systematic approach. The competency framework proposed-encompassing professional expertise, global awareness, and social responsibility-provides a structured blueprint for aligning teaching objectives with student development. Blended teaching models that integrate theoretical instruction, case-based learning, and experiential practice serve as an effective means to embed value-oriented education within professional training. Digital tools and learning platforms can further facilitate personalized instruction, adaptive feedback, and continuous monitoring of learning outcomes, thus enhancing the quality and precision of IPE implementation.

From a strategic standpoint, the discussion underscores the importance of aligning international finance education with broader economic and national developmental goals. By linking course content with real-world financial scenarios, cross-border policy analysis, and contemporary international economic challenges, students develop both analytical capabilities and a sense of social responsibility. Moreover, establishing dynamic evaluation systems that monitor ideological, cognitive, and professional outcomes ensures that instructional adjustments are evidence-based, fostering continuous improvement and closing the loop between teaching, learning, and assessment.

Finally, this discussion highlights the role of universities as proactive agents in cultivating high-caliber financial talent suited to the era of new quality productive forces. Beyond curricular innovation, institutional support for faculty development, digital infrastructure, and cross-departmental collaboration is essential for sustaining effective integration. Continuous reflection on the effectiveness of pedagogical approaches and adaptation to emerging financial trends will ensure that international finance education not only meets current competency requirements but also anticipates the evolving demands of a globalized and digitally empowered financial ecosystem.

5. Conclusion

The emergence of new quality productive forces is profoundly reshaping both global and domestic financial landscapes, presenting international finance education with unprecedented opportunities and significant challenges. This study identifies key issues hindering effective curriculum-based ideological and political education (IPE), including ambiguous instructional objectives, fragmented integration with professional content, reliance on traditional teaching methods, and the absence of comprehensive, multi-dimensional evaluation mechanisms. Addressing these challenges requires systematic and targeted reforms that holistically integrate professional knowledge, digital pedagogical tools, and value guidance.

The pathways proposed in this study offer a structured blueprint for such integration, emphasizing the clarification of IPE objectives, the establishment of competency frameworks that merge professional expertise, global awareness, and social responsibility, and the adoption of blended teaching models that combine theoretical instruction, case-based learning, and experiential practice. Furthermore, leveraging digital technologies to support adaptive instruction, personalized feedback, and continuous evaluation ensures that the curriculum can respond dynamically to evolving student needs and industry developments.

Looking forward, international finance education must continually align with national developmental strategies and the transformative demands of new quality productive forces. This entails not only updating course content in response to innovations in financial technology, global governance, and digital economies but also fostering interdisciplinary capabilities, critical thinking, and ethical awareness among students. In addition, institutions should invest in faculty development, digital infrastructure, and collaborative mechanisms to sustain high-quality integration of IPE

and professional education. By implementing these strategies, universities can cultivate a new generation of financial professionals who are technically proficient, globally informed, and deeply committed to societal and national development, thereby reinforcing the role of education in driving high-quality growth in the era of new quality productive forces.

Funding: 2024 Teaching Reform Project of Hainan Vocational University of Science and Technology - "Path Innovation for Integrating Ideological and Political Education into the International Finance Curriculum from the Perspective of New Quality Productive Forces", Project No.:HKJG2024-24; 2024 Teaching Reform Project of Hainan Vocational University of Science and Technology - "Innovative Practices in Financial Digitalization Teaching Reform in the Era of New Quality Productive Forces", Project No.:HKJG2024-25.

References

1. Z. Zhang, and T. Jiang, "Practical Paths in the Construction of Curriculum Ideological and Political in Colleges and Universities," *Curriculum and Teaching Methodology*, vol. 6, no. 8, pp. 89-95, 2023.
2. J. Vestergaard, "Discipline in the global economy?: international finance and the end of liberalism," *Routledge*, 2009.
3. Q. Song, and W. Tang, "Practice Path of Enhancing the Effectiveness of Ideological and Political Education under the Background of" Great Ideological and Political Course," .
4. J. Fu, "Research on the Path of Integrating "Ideological and Political Theories Teaching in All Courses" into Teaching Reform of Finance Majors in Universities," *International Journal of New Developments in Education*, vol. 6, no. 4, 2024.

Disclaimer/Publisher's Note: The statements, opinions and data contained in all publications are solely those of the individual author(s) and contributor(s) and not of the publisher and/or the editor(s). The publisher and/or the editor(s) disclaim responsibility for any injury to people or property resulting from any ideas, methods, instructions or products referred to in the content.