

Construction of Economic Education Curriculum System from an International Perspective

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Abstract: Under the background of global economic integration, economic education needs to adapt to the changes in the international situation. This article focuses on the construction of economic education curriculum system from an international perspective, aiming at creating a curriculum system that meets the needs of international economic development and improving the quality of economic education and the international competitiveness of talents. This article collects relevant information extensively through literature research, and sorts out the development context and research status of curriculum system; Use comparative analysis method to compare the characteristics of economic education curriculum system in different countries and learn from experience. It is found that the existing curriculum system has common problems in curriculum convergence, content renewal and international integration. Based on the theories of economics, pedagogy and psychology, and interdisciplinary, this article constructs a curriculum system from four aspects: curriculum objectives, content, implementation and management. It covers the goal setting of knowledge, skills and literacy, integrates various curriculum contents, adopts various teaching methods and evaluation methods, and improves curriculum management. This study provides theoretical support and practical guidance for economic education reform.

1. Introduction

With the acceleration of global economic integration, international economic exchanges and cooperation are becoming more frequent and the economic structure is constantly evolving, which puts forward new and higher requirements for economic education [1]. The traditional economic education curriculum system has been difficult to adapt to the rapidly changing international economic situation, so it is urgent to build an economic education curriculum system with an international perspective [2-3]. Under this background, it is of great significance to deeply study and reasonably construct the curriculum system to improve the quality of economic education and cultivate economic talents with international competitiveness [4].

The purpose of this study is to build a curriculum system that meets the needs of international economic development. Through in-depth analysis of the current situation and development trend of international economic education, combined with the relevant theoretical basis, the course objectives, contents, implementation and management are systematically planned in order to provide theoretical support and practical guidance for the reform of economic education. This will help students to better understand the laws of international economic operation and master frontier economic knowledge and skills. This can also enhance its adaptability and innovation ability in the global economic environment, and lay a solid foundation for joining international economic affairs in the future.

In terms of research methods, this article mainly adopts the method of literature research, widely collects relevant literature on economic education, and combs the development context and research status of curriculum system. At the same time, the characteristics and differences of economic education curriculum systems in different countries are compared by comparative analysis, and useful experience is drawn. This article innovatively combines multidisciplinary theories, breaks the boundaries of disciplines, pays attention to the integration of international economic frontier trends

into the curriculum system, and strives to achieve a double breakthrough in theory and practice in the construction of the curriculum system.

2. Development status of international economic education curriculum system

Driven by the wave of globalization, international economic education has been widely concerned, and countries are constantly adjusting and improving the curriculum system of economic education [5]. However, due to the differences in economic development level, educational ideas and educational resources, the curriculum system of economic education in different countries presents diversified characteristics.

From a global perspective, developed countries started earlier and developed more maturely in economic education, while developing countries are in the stage of catching up quickly [6]. In order to show the differences of economic education curriculum systems in different countries more intuitively, this article takes the United States, Britain, China and India as examples for comparative analysis, as shown in Table 1:

Table 1: Comparison of Economic and Educational Curriculum Systems in Selected Countries

Country	Focus of Curriculum Objectives	Characteristics of Curriculum Content	Teaching Method Preferences
United States	Cultivate students' critical thinking and innovative practical abilities, with an emphasis on developing their future leadership in the global economic arena	Closely integrated with real-world economic issues, the curriculum is extensive and cutting-edge, covering emerging fields such as fintech and global supply chain management	Case-based teaching and project-based learning are the main methods, encouraging students' autonomous exploration and teamwork
United Kingdom	Emphasize the systematicity and depth of academic theories, aiming to cultivate professionals with a solid foundation in economic theories	The curriculum focuses on the historical evolution and logical derivation of economic theories, providing in-depth explanations of classical content such as macroeconomic theories and microeconomic analysis	Lecture-based teaching combined with seminar classes, guiding students in in-depth theoretical discussions
China	Strive to cultivate economic talents who are adaptable to the development needs of the socialist market economy and possess both international perspectives and local practical abilities	The curriculum includes both traditional economic theoretical knowledge and is closely integrated with the actual development of China's economy, such as socialist economic theory with Chinese characteristics and regional economic development strategies	A combination of lecture-based teaching and case-based teaching methods is used, emphasizing the integration of theory with practice and enhancing students' application abilities through practical teaching sessions
India	Aim to cultivate practical talents who can drive the country's economic development and adapt to international economic exchanges and cooperation	While covering traditional economic principles, the curriculum highlights the characteristics and issues of India's economic development, such as agricultural economy and software industry economy in India	Lecture-based teaching is the main method, gradually introducing interactive teaching methods such as group discussions to help students understand and apply knowledge

From the above comparison, it can be seen that although all countries are striving to build an economic education curriculum system that meets their own development needs, there are significant differences in curriculum objectives, contents and teaching methods [7]. The existing curriculum system also generally faces some common problems, such as the speed of updating curriculum content does not completely match the rapidly changing international economic situation, the internationalization of curriculum in some countries needs to be further improved, and the convergence of curriculum in different educational stages is not smooth enough. These problems need to be solved urgently to promote the optimization and perfection of the international economic education curriculum system.

3. Economic education curriculum system construction theory

Economic theory is the core cornerstone of the curriculum system of economic education.

Microeconomics focuses on the analysis of the behavior of individual economic entities, such as consumer behavior theory and firm theory, which provides a basis for understanding the basic operating mechanism of the market in the course and enables students to understand the principles of market supply and demand, price formation and resource allocation [8]. Macroeconomics focuses on the overall economic operation, such as national income determination theory, inflation and unemployment theory, etc., so that students can grasp the changing law of national economic aggregate and the mechanism of macroeconomic policies. Development economics discusses how to realize economic growth and development in economically backward countries. Its theory is very important for integrating the study of economic problems in developing countries into the curriculum and cultivating students' analytical ability of problems in different stages of economic development.

Constructivist learning theory emphasizes students' active constructive role, and holds that learning is a process for students to build new knowledge on the basis of existing experience. This enlightens that economic education courses should design inquiry learning activities to encourage students to think and analyze economic problems independently [9]. The theory of multiple intelligences points out that everyone has multiple types of intelligence. This requires diversified teaching methods in the course implementation, such as cultivating students' interpersonal intelligence through group discussion and training students' logic-mathematics intelligence through case analysis to meet the learning needs of different students and improve the learning effect.

Economics does not exist in isolation, and it is closely linked with sociology, politics, mathematics and other disciplines. Economic activities are influenced by social structure and political system. Social stratification theory in sociology and government intervention theory in politics can help students understand the social and political factors behind economic phenomena. At the same time, mathematics provides a powerful tool for economic analysis, and econometrics is a model of the combination of economics and mathematics. Interdisciplinary theory provides a basis for the integration of interdisciplinary content into the curriculum system of economic education, and enables students to have the ability to analyze complex economic problems by integrating multidisciplinary knowledge.

4. Elements of constructing economic education curriculum system from an international perspective

(1) Course objectives

Based on the demand of international economic development for talents, the curriculum objectives of economic education should cover three dimensions: knowledge, skills and literacy. On the knowledge level, students need to systematically master the core knowledge systems such as microeconomics, macroeconomics and international economics, and clearly understand the global economic structure and the operating characteristics of major economies. In terms of skills, we should have the ability to skillfully use economic models to analyze international economic problems, interpret economic data and make economic forecasts. In the dimension of literacy, it focuses on cultivating students' global vision, cross-cultural communication ability and deep understanding of international economic ethics and social responsibility.

(2) Course content

Core knowledge module: Core knowledge is the foundation of the course, including microeconomic principles, such as supply and demand theory, manufacturer's production and cost theory (see Table 2 for details); National income accounting and macroeconomic policies of macroeconomics. This knowledge lays a foundation for students to understand the basic laws of economic operation.

International economic hotspots and frontier fields: The education department should closely monitor international economic hotspots such as global trade frictions and the development of digital currencies, and integrate these contents into curriculum teaching. At the same time, the frontier research results of international economy, such as the application of behavioral economics in international market decision-making, are introduced to broaden students' horizons and make

them understand the latest development trends of the discipline.

Interdisciplinary content: in view of the complexity of economic issues, the course needs to integrate multidisciplinary knowledge. Teachers should combine sociological knowledge to help students understand the impact of social structure on economic behavior, and explain the role of international political structure in economic policies through political science knowledge. At the same time, it is necessary to strengthen the application of mathematics and statistics in economic analysis during the teaching process to enhance students' quantitative analysis abilities (see Table 3 for details).

Table 2: Distribution of Core Knowledge Points in Microeconomics

Knowledge Point Category	Specific Content
Supply and Demand Theory	Definitions of demand and supply, factors influencing them, formation and changes of supply-demand equilibrium
Consumer Behavior Theory	Utility maximization, indifference curves, budget constraint lines, etc.
Firm Theory	Production functions, cost functions, market structure theories, etc.

Table 3: Proportion of Interdisciplinary Knowledge Applied in Economic Courses

Academic Discipline	Proportion of Application in Economic Courses	Examples of Application Areas
Mathematics	Approximately 30%	Economic model construction, econometric analysis, etc.
Sociology	Approximately 15%	Analyzing the impact of social classes on consumer behavior
Political Science	Approximately 10%	Interpreting the political factors behind international trade policies

(3) Curriculum implementation

Teaching methods: Diversified teaching methods are adopted, and case teaching selects the business cases of internationally renowned enterprises in the global market to guide students to analyze practical problems with economic theory. Project-based learning can set the theme of international economic cooperation projects, let students complete project planning and analysis in groups, and cultivate teamwork and practical ability.

Teaching resources: Schools should integrate online and offline resources, expand online learning channels through internationally renowned economic education platforms, and build economic laboratories equipped with professional software for students to conduct economic simulations and data analysis. In addition, schools need to strengthen international exchanges by inviting foreign experts to give lectures and conducting student exchange programs to enrich students' international learning experience.

Teaching evaluation: Educational institutions should establish a diversified evaluation system, adding evaluation indicators such as classroom performance, group project scores, and academic reports in addition to traditional exams. At the same time, it is necessary to introduce international benchmark evaluations to assess teaching quality and student learning outcomes by comparing with international economic education curriculum standards.

(4) Curriculum management

Curriculum management covers curriculum planning, quality control and teacher professional development support. Curriculum planning needs to combine the international economic development trend and the school's own characteristics, and scientifically set up the curriculum system and syllabus. In terms of quality control, we should establish a regular course evaluation mechanism, collect students' feedback, analyze teaching data, and adjust teaching contents and methods in time. In terms of teachers' professional development, we should provide international academic exchange opportunities and professional training programs, encourage teachers to participate in international economic education research, and improve teachers' international teaching level.

5. Conclusions

This article focuses on the construction of economic education curriculum system from an

international perspective, and deeply analyzes the present situation, theoretical basis and construction elements. Through the analysis of the development status of international economic education curriculum system, the characteristics and common problems of curriculum systems in different countries are clarified, which provides practical basis for building a new system. With the help of economics, pedagogy, psychology and interdisciplinary theories, the theoretical cornerstone of curriculum system construction is laid to ensure scientificity and rationality. Based on the above analysis, this article puts forward the construction scheme from four key elements: curriculum objectives, content, implementation and management. The curriculum goal focuses on the multi-dimensional cultivation of knowledge, skills and literacy to meet the demand of international economic development for talents. The course covers core knowledge, international economic hotspots and interdisciplinary knowledge, which broadens students' horizons and knowledge reserves. The course implementation adopts diversified teaching methods, enriches teaching resources and establishes diversified evaluation system to improve teaching effect. Curriculum management starts with planning, quality control and teacher development support to ensure the effective operation of the curriculum system.

Constructing an economic education curriculum system with an international perspective will help students better understand the rules of international economic operation and enhance their adaptability and innovation ability in the global economic environment. In the future, with the constant changes in the international economic situation and the continuous renewal of educational concepts, the curriculum system of economic education needs to be dynamically adjusted and improved, providing strong support for cultivating more high-quality talents to adapt to the development of the international economy.

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