Research and Practice on Teaching Models of 'International Financial Management (Bilingual)' Courses under the Background of Digitalization

Xinxin Shi

Department of Finance, Liaoning University of International Business and Economics, Dalian 116052, Liaoning, China

Abstract: The current "International Financial Management" curriculum fails to meet the demands of digital and intelligent transformation in multinational corporations for financial management and bilingual compound talent development. Research indicates that the course should adopt a "digital-intelligent-driven" model to address issues like complex learning resource design and suboptimal student outcomes. Furthermore, it should integrate a "bilingual immersion" framework with international financial management expertise into its teaching, while incorporating industry-education integration training platforms.

Keywords: digital and intelligent background; international financial management (bilingual) course; teaching reform

1. Introduction

With the deepening of the Belt and Road Initiative and the implementation of the RCEP agreement, the demand for interdisciplinary talents with cross-border financial decision-making capabilities has surged. Under this context, the "International Financial Management (Bilingual)" course, as a core course for accounting majors, directly impacts the quality of talent cultivation. However, traditional teaching models face severe challenges in digital and intelligent transformation: McKinsey's 2023 survey shows that 87% of multinational companies' finance departments have already used AI tools to handle cross-border business, yet the content update lag rate for university courses reaches 42%. This study explores effective solutions to existing pain points by constructing a three-dimensional teaching model of "digital intelligence-driven + bilingual immersion + industry-education integration."

2. Necessity and Urgency of Teaching Reform of International Financial Management Course

In terms of disciplinary development, existing curricula face challenges such as outdated case studiesand the "language-professional disconnect" in bilingual education. The resource-based teaching model, which depends on static courseware and lacks dynamic data interaction, struggles to cultivate cross-cultural digital decision-making capabilities. Experiences from the Ministry of Education and Singapore's bilingual education programs demonstrate that integrating language proficiency with professional expertise is crucial for international talent development. Research should focus on creating immersive "English + professional terminology" scenarios to address the pain point of insufficient professional depth in bilingual education. Meanwhile, industry demands are driving curriculum reforms.

3. Teaching Status and Problems of International Financial Management (Bilingual)

3.1 Current Status of Course Teaching

With the expansion of economic globalization, industries across sectors have increasingly adopted "bilingualism + finance + digitalization" as an implicit hiring criterion. Consequently, more institutions and academic programs are making bilingual courses mandatory. Research by scholars like Zhang Jide reveals that while these courses align with contemporary demands and partially address enterprises 'need for high-caliber financial professionals, two persistent issues remain: First, the disconnect between theoretical instruction and practical training. Second, weak practical components.

3.2 Existing Problems

3.2.1 The Complexity of Learning Resource Design

Currently, the teaching of the "International Financial Management (Bilingual)" course is based on digital intelligence and the "Internet+" context. Guided by the student-centered OBE teaching philosophy, the course design adopts a "pre-class + in-class + post-class" approach.However, the design of cross-platform learning systems should inherently prioritize

student-centered approaches. Diverse educational resources enable students to transcend school boundaries, accessing renowned educators 'courses online to enhance learning outcomes. The integration of practicality and timeliness will be the key focus of future higher education curriculum reforms.

3.2.2 The effect of bilingual learning in professional courses is not good

Analysis of final exam results for the "International Financial Management (Bilingual)" course (offered to third-year students in 2020) reveals that only 58% of professional terminology translations were accurate, with English usage in case discussions accounting for less than 15% of total time.

However, when confronted with the dual challenges of "professionalism and language proficiency," students demonstrate suboptimal bilingual learning outcomes in specialized courses. On one hand, they can only memorize formulas without achieving true integration. On the other hand, their inadequate focus on professional English learning.

3.2.3 The difficulty of applying internationalization in work scenarios

In recent years, both application-oriented and comprehensive universities have encouraged faculty to apply for international curriculum reform projects, aiming to secure more research funding to support academic development. However, due to limited budgets, there are few genuine international work simulation software solutions available in the market. This scarcity results in extremely few approved reform projects, making it particularly challenging to advance educational innovation.

Secondly, the unique nature of the International Financial Management (Bilingual) course necessitates instructors with overseas study experience and bilingual teaching proficiency. While international business schools can allocate more class hours to explain such global work scenarios, current constraints on teaching duration make practical application challenging.

4. Strategies for current Course

4.1 Building a "Data and Intelligence-Driven" Model

To address the current challenges of complex course resource design and suboptimal student learning outcomes, we have implemented an "AI Teaching Assistant" platform on the Xuexi Tong system. This initiative enables dynamic updates and sharing of course materials during both pre-class and post-class phases, driving the transformation of business education from experience-driven to data-driven approaches. For instance, big data analytics are utilized to optimize teaching strategies and enhance instructional efficiency, providing practical models for innovation in business education governance systems. Additionally, voice recognition systems correct professional terminology pronunciation in real-time, while automated detection of logical errors in financial model parameters enables intelligent grading of student assignments. The application of smart test design and analysis tools further reduces teachers' workload in daily grading, allowing educators to focus more on monitoring student progress and dynamically adjusting learning approaches.

4.2 Exploring the "Bilingual Immersion" Architecture

To address the suboptimal bilingual teaching of students 'specialized courses, future efforts should align with national requirements for establishing digital and intelligent curricula. On one hand, this can be achieved by building and applying knowledge graphs, specifically creating a "1+1" bilingual knowledge graph. A dual-layer architecture based on knowledge ontology is constructed: the upper layer covers core concepts of International Financial Reporting Standards (such as transfer pricing and foreign exchange risk management), while the lower layer breaks down into term definitions (Chinese-English bilingual), practical cases (cross-border M&A agreements), and regulatory provisions (China's Foreign Exchange Administration Regulations vs. U.S. FASB standards). On the other hand, the Learning Tong API can be utilized to integrate a term database (using the AICPA English-Chinese Dictionary) to help students more accurately grasp professional terminology.

4.3 Forming a New Model of "Integration of Production and Education"

To address the challenges of internationalizing practical applications, establishing industry-education integration models through partnerships with foreign accounting firms like EY Huaming and banks such as Standard Chartered Bank offers viable solutions. Firstly, developing cross-border settlement ticketing system training platforms in collaboration with foreign banks enables students to gain early exposure to authentic corporate workflows using anonymized data, facilitating swift transition from theory to practice in global business environments. Secondly, industry observations reveal widespread adoption of AI platforms like Doubao. These tools allow employees to generate bilingual consulting reports by inputting definitions, scopes, and questions, significantly reducing workload. Such AI applications can be effectively implemented in educational programs. Future finance students will need to utilize AI tools as efficient assistants for task completion, with

these industry-education integration models facilitating smoother career transitions.

5. Conclusion

This paper investigates the challenges in reforming the teaching model for International Financial Management (Bilingual) courses and proposes corresponding solutions. As a cornerstone of economic and social development, the cultivation of accounting professionals plays a pivotal role, with its evolving trends and transformational directions profoundly impacting future economic growth and societal progress. The study proposes targeted recommendations from three dimensions: establishing a "data-driven and intelligent" model, exploring a "bilingual immersion" framework, and creating a "industry-education integration" paradigm, to chart the course for reforming the International Financial Management (Bilingual) curriculum.

Acknowledgments

References

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