

Research on Innovation and Practice of National Economic Security Education Modes in Colleges and Universities

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Abstract: With economic globalization and informatization, university national security education's importance grows. To address imperfections in college economic security education, an innovative training mode focusing on cross-border integration, innovative practice, and multi-discipline collaboration should be established. This mode explores curriculum optimization, teaching innovation, and educational relationship transformation, offering safeguard-oriented strategies to enhance students' national economic security education quality.

Keywords: Colleges and Universities; Economic Security; Innovative Model

1. Introduction

National security, crucial for national rejuvenation and covering multiple aspects including economy. Economic security is fundamental and impacts all fields. Globalization brings increased economic interactions and intensified competition. Crises, frictions, and sanctions highlight its importance. National security education is a strategic project. College students lack understanding and are prone to endanger economic security. National economic security education is essential for awareness and risk understanding in globalization.

2. Current Situation and Problem Analysis of National Economic Security Education in Colleges and Universities

2.1 Issues with the Content System of Security Education

2.1.1. Insufficient Systematization of Security Education Content

Economic security education in colleges lacks a cohesive framework, with scattered knowledge across courses and insufficient

integration, hindering students' macro understanding of national economic security.

The depth and breadth of the content of economic security education are insufficient. In depth, relevant concepts are briefly mentioned without in-depth analysis of their mechanisms. In breadth, the focus remains on traditional fields, with limited involvement in emerging interdisciplinary areas.

2.1.2. Insufficient Timeliness of Security Education Content

Economic security education in colleges lags behind. International economic changes bring new issues, but educational content update is slow and fails to reflect current situations.

Furthermore, economic security education lacks forward-looking perspectives. It primarily focuses on known issues and cases, neglecting potential risks and emerging field risks. This lag may impair students' response abilities and innovative thinking when confronting future economic security challenges.

2.1.3. Lack of Targeted Security Education Content

In economic security education, stratified teaching for students of various majors is lacking. Many colleges and universities employ unified teaching content, neglecting diversity. Additionally, security education in universities fails to align closely with students' realities, including their living conditions, psychological characteristics, and career needs. This disconnect results in students perceiving the content as irrelevant to their lives, hindering resonance and identification.

2.2 Issues with the Safeguard System of Security Education

2.2.1. Insufficient Faculty Construction

The faculty possesses limited professional knowledge, primarily in ideological and political education. National economic security, a multifaceted issue, spans disciplines like

economics, politics, law, and IT, necessitating interdisciplinary teaching. However, professional training for teachers in this field is scant, hindering their ability to update knowledge, policies, and research in international economic security. Consequently, they rely on outdated materials, lacking innovative teaching content.

2.2.2. Hard in Matching Teaching Resources with Teaching Needs

High-quality textbooks tailored for national economic security education in colleges and universities are scarce. Existing texts often fall short of evolving teaching needs, featuring outdated content and inadequate case analyses. Additionally, universities lack practical teaching resources aligned with this field, limiting students' hands-on experience with economic security issues. This hinders their practical application skills and comprehensive understanding of economic security.

2.2.3. Policies and Management Need to Be Strengthened

Insufficient policy backing for security education in higher education. Institutions often neglect economic security education in planning and resource allocation, favoring traditional fields. This oversight impacts curriculum and research funding. The assessment of economic security education lacks a comprehensive evaluation system, potentially overemphasizing theory at the expense of practical skills. There is a need for a specialized metric system to assess the quality of economic security education. Abbreviate for formal documentation^[1].

3. Construction of an Innovative Model of National Economic Security Education in Colleges and Universities

From the perspective of the overall national security concept, with the goal of improving the quality of national economic security education for college students, an innovative talent training model centered on "cross-border integration, innovative practice, and multi-agent collaboration" should be constructed.

3.1 A New Pedigree of Security Education Courses with Cross-border Integration

Considering the characteristics of the digital economy era, a strong and systematic content framework for national economic security

education should be constructed, conducting cross-border integration research on security education and technology-driven, financial channels, policies and regulations, and other aspects is carried out from three levels: the construction of public elective courses, the integration of professional courses, and the design of invisible courses^[2].

3.1.1. Construction of Public Elective Courses "National Security" and "Personal security"

College security education classrooms teaching should effectively cultivate students' security awareness and crisis sense by offering public electives tailored for freshmen, adhering to future-oriented, needs-adaptive, development-leading principles with advanced concepts. Utilize preferred learning forms like short videos, live broadcasts, and forum discussions, and design differentiated "multiple syllabi for one course" content to cater to various majors' needs, constructing diverse security themes.

3.1.2. Integration of Professional Courses

Fulfill the "dual responsibility of one course" by integrating economic security education into professional teaching. Guide students to understand national security, value ethics, and social responsibility in emerging fields. Optimize security education to deepen its integration with economic knowledge and cultivate students' problem-solving abilities, achieving a synergistic effect.

3.1.3. Design of Invisible Courses

Create diverse invisible courses and a distinctive campus culture to dominate the security education discourse. Campus security culture is crucial for stability in colleges. By embedding security education in campus activities, students' discernment of unhealthy trends is subtly enhanced, reinforcing campus cultural construction^[3].

3.2 A New Teaching Mechanism of Innovative Practice

In accordance with the phased arrangements and requirements of national economic security education, specific teaching cases, methodologies, and evaluation methods should be developed. Research-oriented by the needs of economic industry development and "bottleneck" issues, an innovative practical teaching mechanism should be constructed based on actual enterprise operations and specific projects.

3.2.1. Enriching the Teaching Resource Library with Practical Cases

A team of full-time and part-time teachers is assembled to develop teaching materials that are close to students' lives and easily accessible. Rely on industry-academia platforms, keep abreast of the national requirements for digital economy development, achieve authentic reproduction of industrial practice cases for students.

Assemble a teaching team to develop accessible materials. Explore cases to stimulate learning interest and follow national digital economy requirements, reproduce practice cases, and optimize resource allocation.

3.2.2. Teaching Formats Enhanced by New Technologies

Leveraging vivid and diverse educational methods and new technologies, multimedia, short video, storytelling, and role-playing courses on national economic security. Employ interactive streaming to present three-dimensional economic security cases, creating an immersive atmosphere, enhancing the educational experience, and achieving dynamic, flexible, and engaging security teaching.

3.2.3. Monitoring and Evaluation Mechanism Promoting Development through Evaluation

Educational evaluation drives the implementation of security education and enhances its quality. Utilizing information platforms, real-time tracking and feedback of learning effects facilitate academic analysis and quality assessment, fostering iterative innovations in liberal arts education. Big data on student enthusiasm and participation enables intelligent knowledge push, enhancing security education's pertinence and effectiveness.

3.3 A New Multi-Agent Collaborative Educational Relationship

Scientific and effective teaching is the fundamental approach to promoting national economic security education. Universities should collaborate with relevant government departments, industries, and enterprises to establish a new multi-agent collaborative educational relationship.

3.3.1. Targeted Training for Full-Time Teachers

Full-time teachers' national security awareness and economic security education skills should be enhanced. Incorporate economic security content into teacher training to strengthen their knowledge and awareness, improve teaching abilities, and integrate economic security into instructional design^[4].

3.3.2. Building a Part-Time Security Education Think Tank

Strengthen the construction of a part-time teaching team for economic security education and broaden their participation. Implement careful selection, platform provision, and follow-up management to enhance part-time teacher quality. Introduce civil servants, professionals, and practitioners to cover various aspects of education, creating a combined full-time and part-time teaching team with full-time teachers as the core.

3.3.3. Collaborative Efforts between Security Education and Ideological and Political Education

Utilize multidisciplinary knowledge such as situation and policy, ideological and political education theory courses, and "course thinking and politics" to elucidate the overall national security concept. Integrate patriotism, national identity, value orientation, responsibility, and moral cultivation into security education courses, achieving synchronization with ideological and political education to enhance overall effectiveness.

3.3.4. Industry-Academia-Research

Collaboration in Cultivating College Students' Security Awareness

The macro concept of economic security education lacks connection with college students' micro-awareness of economic risks and consumption concepts, hindering broader attention to economic security. To address this, colleges should encourage active engagement in major-related security research and project applications, guiding social surveys and innovation competitions.

4. Countermeasures and Suggestions for Continuously Advancing National Economic Security Education in Universities

To continuously advance national economic security education in universities, countermeasures and suggestions can be

proposed from four aspects: support, cooperation, sharing, and incentives.

4.1 Strengthening Policy Guidance and Resource Investment to Build a Comprehensive Support System

The government should increase policy support for national economic security education in universities, clarifying its important position in the higher education system. In terms of resource allocation, sufficient funding should be provided to ensure the improvement of teaching facilities, the updating of textbooks, and other resource construction aspects.

4.2 Deepening University-Enterprise Cooperation and Industry-Education Integration

Universities are encouraged to establish long-term cooperative relationships with financial institutions and enterprises to jointly develop courses and practical projects on economic security education, providing students with more training opportunities. Through industry-education integration, theoretical knowledge is closely combined with practical operation to enhance students' practical abilities and problem-solving skills.

4.3 Constructing Diversified Educational Platforms and Resource Sharing Mechanisms

Utilizing modern information technology, an online learning platform for national economic security education should be constructed to integrate high-quality educational resources and achieve cross-university and cross-regional resource sharing. At the same time, all sectors of society are encouraged to participate in the development and construction of educational resources, forming a diversified educational ecosystem involving the government, universities, enterprises, and society.

4.4 Strengthening Teacher Incentives and Effectiveness Evaluation Mechanisms

An incentive mechanism should be established to encourage teachers to actively participate in scientific research activities in the field of economic security, promoting mutual promotion between teaching and research. By organizing training sessions and seminars, teachers' professional literacy and abilities are enhanced. Meanwhile, a sound educational effectiveness evaluation mechanism is established to motivate universities to actively improve educational quality.

Acknowledgments

This study was supported by the Key Teaching Reform Project of Qilu University of Technology (2022zd15).

This paper is funded by the Undergraduate Teaching Reform Research Project of Shandong Province (M2022094).

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