

Study on the Process and Strategy of Teaching Reform in Financial Management Course

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Abstract: The course of financial management is the basic course of accounting, financial management and so on, which lays the foundation for the study of advanced financial management in the future. Therefore, the level of teaching quality of the course has a great impact on the study of the major. This paper studies the process and strategy of financial management course teaching reform, hoping to strengthen the teaching effect of financial management course.

1. Introduction

With the continuous development of society, the degree of informatization is getting higher and higher, which brings new development opportunities to the course teaching of financial management. The traditional financial management course teaching has been unable to meet the requirements of the times, we must make innovation to it, the professional and practical development of this course. Under the background of the information age, we can change the teaching mode of the financial management course and make corresponding teaching measures.

2. Current Situation of Financial Management Courses

2.1. Ambiguity of Teaching Objectives

In fact, the training goal of professional talents and the goal of course teaching are a unified whole. The teaching goal should be based on the training goal of professional talents, and the training goal of professional talents is also influenced by the teaching content and method of the course training goal in the implementation process. At present, the training of accounting professionals in many schools is usually aimed at employment as the ultimate goal, serving the regional economy. In this way, the teaching goal of financial management course is obviously professional and technical, so teachers only pay attention to the knowledge indoctrination in the course, but ignore the cultivation of students' innovative spirit and entrepreneurial ability.

2.2. Old Teaching Methods

Compared with other subjects, the course of financial management has obvious application and practice, and the teaching goal of financial management course is to cultivate students' practical ability. However, the current teaching focus is always on the teaching and explanation of theoretical knowledge, and practical practice is not focused on, so that although students have learned theoretical knowledge, but can not combine theory with practice, theoretical knowledge has no place to can not solve practical problems for students. In addition, in terms of teachers, teachers are porters of teaching materials knowledge and do not have the flexibility to use teaching materials to teach knowledge. Some teachers basically rely on courseware in class, the content of courseware is teaching materials, teachers do not have their own ideas for lectures. Most students accept teaching under the traditional teaching mode, and a one-way channel is formed between teachers and students, which is transmitted unilaterally by teachers to students. It is difficult for students to make feedback and lack of two-way communication. In such cases, teachers are difficult to master students' learning situation.

2.3. Rigid Assessment

At present, the school curriculum assessment is divided into two parts: peacetime grades and final grades, each accounting for half. At the end of the term, there are four types of questions. Under normal circumstances, students have normal classes, and it is easy to pass the final exam by getting 50 points. Such a pass-through course is bound to increase student inertia. In addition, the final examination questions are too rigid, the paper is not only four types of questions can determine the students' understanding of financial management courses, such as some national vocational qualification examination only one type of multiple choice questions. Moreover, the final examination does not have to be in the form of examination papers to reflect the students' mastery of financial management knowledge[1].

2.4. Poor Teaching Conditions

Financial management is a very practical course, the company's demand for management talent is not only with rich professional knowledge, but also with certain management skills. Practice training is generally divided into three links: classroom practice, practice training and extracurricular training. Schools need to spend some money on laboratory training. At present, most of the funny theory courses are relatively large, and the proportion of practical courses is very small, and the timely practice class is only completed in the classroom, so it is difficult to really improve the students' practical ability. Generally speaking, real tutoring is difficult to achieve, because the information held by the financial management department of the company is confidential, the school is difficult to find information about the actual practice, the quality of practical education can not be improved, and the students' practical ability can not be exercised.

3. Thoughts on Teaching Reform of Financial Management Course

3.1. Enriching Classroom Teaching

Classroom teaching is still the main form of teaching at present, and its quality level is directly related to the quality of the whole teaching. To enrich the classroom content, the most important thing is the teacher. Teachers who carry out classroom teaching should refer to relevant teaching materials before class, not only teach the contents of teaching materials, in fact, the basic contents of teaching materials students can understand, teachers should strive to expand the knowledge of students. In the process of teaching, teachers should consider the combination of theoretical knowledge training and practical ability training. As a teacher, we should not only have enough teaching knowledge, but also have good teaching methods. Students in different classes have different situations and different teaching methods are used, which requires teachers to teach students according to their aptitude. A good class is usually able to wash students' attention and increase their interest in learning. As long as students are interested in the curriculum, they can actively participate in classroom teaching and improve classroom efficiency. Educational activities are two-way and can only be completed when teachers and students learn to cooperate with each other. Teacher-student interaction is not only in the classroom, teachers can also properly allow students to participate in the teaching. Because of the different foundation of each student, classroom teaching can not take into account every student, but teachers must take care of most students, and the classroom content and teaching methods are determined according to the knowledge of most students. For the few students who can not be balanced in the classroom, teachers need to communicate with students to understand their learning situation and make students feel the concern of teachers[2].

3.2. Adjustments to Curriculum Content

According to the requirements of talent and work in the talent training plan and training goal, the teaching emphasis of financial management course is determined. Not all knowledge is the focus of teaching. Teaching should pay attention to basic skills, develop students' practical ability and improve students' professional quality. In the information age, the Internet completely subverts the

traditional teaching mode of financial management, can provide more enterprise cases, and the Internet can enrich classroom teaching and improve students' understanding of theoretical knowledge. When talking about the time value of funds can not be limited to textbook examples, but also need to distinguish between compound interest and annuity. Among them, for students, the most easily confused is the first annuity and deferred annuity, perpetual annuity and ordinary annuity are easier to understand. Only the ordinary annuity coefficient in the schedule coefficient does not have the pre-payment annuity coefficient, and the pre-payment annuity can only be obtained by calculation. The final value of the paid annuity is equal to the number of periods plus one, and the coefficient is reduced by one. The present value of the paid annuity is equal to the period minus one coefficient plus one. Teachers can explain more examples in class to help students fully understand and master knowledge.

3.3. Revision of Assessment Methodology

The curriculum is usually taught by the teacher, and the assessment should listen to the teacher's opinion, not only to the school's educational administration. At present, the assessment results of many courses are determined by half of the usual grades and final grades each. In fact, the decision of final examination scores is not necessarily determined by the examination, and the form of large assignments is also possible. For example, let students make a project investment decision to students investment decision evaluation. In fact, the assessment methods of colleges and universities should be diversified, such as thesis, debate and so on, which can reflect the students' ability to analyze and solve problems and establish a fair evaluation system[3].

3.4. Integration Into Mass Entrepreneurship and Innovation

Mass entrepreneurship and innovation is mass entrepreneurship and innovation. If we integrate this concept into financial management, we need to redefine the teaching goal and change the teaching emphasis from understanding the content of teaching materials to applying the content of teaching materials, so as to improve the students' ability to combine theory with practice. For example, when telling the time value of funds, students are mainly required to master the calculation of the end and present value of various annuity. After incorporating the new idea, students should understand the concept of time value of funds, learn to apply this knowledge point to enterprise financing, and prepare for solving similar problems in future entrepreneurship.

The stimulation of students' interest in learning is particularly important, so that students can learn independently. In the process of teaching, teachers need to adopt the corresponding teaching plan according to the content of actual teaching. For example, when analyzing the solvency of teaching enterprises, they can introduce students into the actual situation, compare students to bankers, and then let students think and acquire knowledge through some questions, such as how enterprises can get relevant information from financial statements when borrowing money, and use group discussion when making decisions on financing plans for teaching enterprises. The teacher can ask the students to analyze the case in group discussion, and then the teacher can make comments according to the best financing plan discussed, and finally let the students reach a consensus[4].

If colleges and universities can not attract outstanding talents, they will train the talents that have been introduced by category, actively train "double-qualified" teachers, provide corresponding practical training and educational channels, and let teachers enter construction companies, insurance companies and other enterprise units to study according to the plan and deployment, rather than blindly reading papers like scientific research talents. In addition, teachers should not blindly impart theoretical knowledge, but pay more attention to improving students' ability to analyze problems and use theoretical knowledge, so that students can learn financial management knowledge to apply to reality.



Figure 1 Cultivating "double-qualified" teachers



Figure 2 Training "double-qualified" teachers



Figure 3 Training "double-qualified" teachers

4. Concluding Remarks

The ultimate goal of financial management course teaching is to cultivate applied talents, and there will be various problems in the teaching process, which requires the staff to carry out appropriate teaching reform, combined with the characteristics of the major and the situation of students, from the teaching materials, teachers and other aspects of reform, these aspects must be intrinsically related, not independent.

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