

The Situation and Countermeasure of Practical Teaching of Undergraduate Financial Management Specialty in Private Colleges and Universities

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Abstract: Financial management is a specialty with strong practicality in management specialty. Each university is making continuous efforts to explore how to strengthen the practical teaching of the students in this specialty according to its own situation. Based on the undergraduate financial management specialty of private colleges and universities as a starting point, this paper briefly expounds various kinds of practical teaching of undergraduate financial management specialty in private colleges and universities at present, status and personal suggestions.

1. Introduction

Today, with the development of economic globalization, every industry is striving to maximize profits, even the value of enterprises. In order to achieve its ultimate goal, enterprises are more willing to recruit some professional talents who know financing, capital operation, cost management and rational distribution of profits when recruiting financial staff. Therefore, the development momentum of financial management specialty in recent years is very strong. Quickly. Enterprises' requirements for financial management talents not only need solid professional theory, but also need to be able to practice directly after entering the post. This puts forward higher requirements for the practical teaching of this major. It is well known that public undergraduate colleges and universities are superior to private undergraduate colleges and universities in terms of both source and fund support. Therefore, the undergraduate financial management of private colleges and universities is much better than that of private undergraduate colleges and universities. Professional practice teaching is facing both challenges and opportunities for development.

2. The Current Situation of Practical Teaching of Undergraduate Financial Management Major in Private Colleges and Universities in China.

Table 1 the present situation of practical teaching

Current Situation of Practical Teaching of Undergraduate Financial Management Major in Private Colleges and Universities in China	The professional knowledge of training students is insufficient
	Less investment in the construction of training bases
	The quality of practical training textbooks is unsatisfactory
	The weakness of teachers in practical teaching

2.1. The Insufficient Professional Knowledge of Training Students

For private undergraduate colleges and universities, although students are the source of undergraduate students, in fact, students own admission performance is relatively poor, professional quality is not high, lack of enthusiasm for learning professional theory courses, and the enthusiasm for learning professional theory courses is not enough. Basically, most people spend their time in theoretical courses. When practical courses are used to learn theoretical knowledge, students'

theoretical knowledge cannot be supported at all. The amount of knowledge reserve required by practical projects ultimately leads to insufficient theoretical knowledge and the failure of practical courses to achieve the goal of teaching effect. Such a vicious circle basically makes practical teaching a decoration.

2.2. Less Investment in the Construction of Training Bases.

There is an objective shortage of funds in private undergraduate colleges and universities in China. The limited funds should be used not only for the renovation and expansion of school buildings, the issuance of teachers salary and welfare, and the expenditure of teaching operation, but also for the construction of practical teaching bases, training equipment and related training software and training consumables. Therefore, the funds that can be really invested in the construction of practical training bases of their own specialty are: Few. Therefore, it directly leads to the poor environment of the professional training base, the dilapidated training equipment, the outdated version of the training financial software and so on. Such training environment can hardly meet the practical teaching of financial management specialty.

2.3. The Unsatisfactory Quality of Practical Training Textbooks

Practical training textbooks for all specialties in private colleges and universities are almost purchased by booksellers from major publishing houses, and the practical training textbooks used by financial management specialty are no exception. The biggest characteristics of these textbooks are almost the same, knowledge updating is too slow, and even some contents are completely repetitive. Even if there are different contents, they are hard to copy some exercises and make a lot of mistakes, such as the state. The policy has changed, but the teaching materials are still outdated knowledge. The quality of such training materials has seriously affected the practice teaching of financial management specialty.

2.4. The Weak Teachers in Practical Teaching.

Private colleges and universities generally have low wages and high intensity of work. This phenomenon leads to the fact that highly educated and experienced high-quality talents basically flow to public universities or large enterprises with relatively high wages. The vast majority of teachers recruited by private colleges and universities are graduate students, so that young teachers without any practical teaching experience can complete their practice. Teaching courses, and these teachers basically do not have practical experience of enterprise work, for the professional training teaching light is to follow the text, talk about military affairs on paper, more serious is to take students to do the professional training project from the beginning is not standardized, so it can not achieve the goal of professional practice teaching.

3. Countermeasures to Improve the Practical Teaching of Undergraduate Financial Management Major in Private Colleges and Universities.

Table 2 the countermeasure of improving practical teaching

The Countermeasure of Improving Practical Teaching of Undergraduate Financial Management Major in Private Colleges and Universities	Strengthen the Study of Students Professional Knowledge
	Strengthening the Investment Construction of Training Base
	Encouraging teachers to compile practical training textbooks
	Strengthen the Training of Professional Teachers

3.1. Strengthen the Study of Students Professional Knowledge.

Solid professional theoretical knowledge learning is one of the most basic conditions to support the completion of practical teaching content. In order to enable students to grasp the various

practical training projects of financial management specialty well, it is urgent to strengthen the theoretical knowledge learning of students in this specialty. However, the traditional teaching mode of teachers can not improve students interest in learning. Therefore, this specialty can. By using the model of flipping classroom teaching, group discussion teaching and case teaching, students participation degree is improved and their interest in learning is stimulated. At least, each student explains 2-3 times per semester, and according to the performance of each group and the positive degree of individual participation, the normal results are given. The development of various teaching modes is helpful to exercise the ability of credit analysis and thinking, to deepen their understanding and memory of professional knowledge, and to complete individual or group training projects of various professional courses in practical teaching.

3.2. Strengthen the Investment Construction of Training Base.

For private colleges and universities, the lack of construction funds is the main reason that affects the construction of the whole training base. If we want to make students change roles seamlessly after graduation to enterprises, then improving students practical ability is the basic requirement for realizing this talent training goal. Therefore, it is urgent for private colleges and universities to invest in the construction of training base. Firstly, under the condition of insufficient funds for the construction of the school training center, we can build the training base of our specialty in stages. First, we can build the projects that the students of our specialty need training urgently. Then we can build other training projects which are closely related to our specialty. Finally, we can achieve the goal of meeting all the training projects of our specialty in an all-round way. Secondly, in order to alleviate the shortage of funds, private colleges and universities can also adopt the mode of training talents in cooperation with enterprises to build professional training bases, which can not only maximize the construction of training bases, but also realize the joint training of professional talents between schools and enterprises. Finally, schools can also increase cooperation with enterprises outside the school to build off-campus training bases. The mode can not only save the funds for the construction of training bases in schools, but also enable students to practice in enterprises. It is more conducive for students to work directly in enterprises after graduation.

3.3. Encourage Teachers to Compile Practical Training Textbooks.

The quality of practical teaching is closely related to the quality of practical teaching materials used by the training institute. A high-quality practical training textbook can help students who have no working experience to understand and master the essentials of professional training operation to a great extent. Therefore, it is necessary to improve the status of practical teaching of undergraduate financial management, enhance the practical teaching strength of undergraduate course, and according to the financial management of the university. The actual situation of undergraduate students source and the emphasis direction of the training of undergraduate talents are imminent to compile textbooks suitable for the students of this major. Schools should encourage teachers to form a team to compile practical textbooks according to their substitute experience, students learning ability and the current needs of enterprises for financial management talents, so as to truly reflect "teaching in accordance with the students' aptitude".

3.4. Strengthen the Training of Professional Teachers.

Private undergraduate colleges and universities are relatively weak compared with public institutions. Especially, most of the professional teachers are just graduated students who have no practical experience in the company. In order to make these teachers have good professional courses, schools should intensify their efforts to grasp the practice training, and as far as possible let teachers go out of the school to participate in practical skills training in enterprises. On the one hand, we can. In order to improve teachers practical ability, on the other hand, it can also improve teachers' practical teaching level, so that teachers can give real practical guidance to students in the training class. In addition, teachers are encouraged to take part in the examination of professional technical titles, so that professional teachers can truly reflect the "specialty" of their specialty.

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