

Research on the Training Mode of Innovation and Entrepreneur Talents in Financial Management

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Keywords: Innovation and entrepreneurship; Financial management; Talent development

Abstract. Public entrepreneurship, education first; innovation, culture first, deepening innovation and entrepreneurship education reform is the urgent need of the country to implement innovation-driven development strategy, promote economic upgrading and efficiency upgrading, and is an important measure to promote education reform and promote entrepreneurial employment. Many universities and enterprises are actively creating favorable conditions to create a good environment for innovation and entrepreneurship. The author takes financial management professional construction and innovative talents as the point of convergence, from locating talent training objectives, optimizing curriculum teaching system, constructing comprehensive practice platform, and establishing Four levels, such as the composite guarantee mechanism, explore the training mode of innovative talents in financial management.

Introduction

The state proposes that "mass entrepreneurship, education first" and education reform for innovation and entrepreneurship can not only promote education development, but also promote entrepreneurship and employment. China has elevated the innovation and entrepreneurship education of college students to a new height. As a college or university that trains financial management professionals, it should adapt to this latest requirement, base on the actual situation of the school, update the educational concept, actively carry out the exploration and practice of the cultivation of innovative and entrepreneurial talents in financial management; deepen the reform of teaching content and stimulate students Innovative entrepreneurial potential; build a platform for innovation and entrepreneurship practice support, and support students with entrepreneurial ideals and entrepreneurial foundations to carry out innovative and entrepreneurial practices through multiple channels. In this paper, this paper analyzes the current situation and existing problems of financial management professionals in colleges and universities, and puts forward some suggestions for optimizing the training mode of innovative and entrepreneurial talents in financial management.

Demand for Financial Management Talents in the Era of "Double Innovation"

Identify talent needs and adapt to the new situation of economic development. Deepening the reform of innovation and entrepreneurship education in colleges and universities is an urgent need for the country to implement the innovation-driven development strategy. Innovation and development must take technological innovation as the core driving force for economic and social development. In the era of "double innovation", in addition to technological innovation, society pays more and more attention to the innovation of enterprise management. As the most important link of enterprise management--financial management, it is necessary to innovate. At present, the society needs a large number of systematic management, economics, law, accounting, finance and financial management knowledge, ability, proficiency in English listening, speaking, reading and writing, solid financial management theory, flexible handling of innovative, entrepreneurial Financial management professionals in the financial business capabilities of a type of enterprise. Therefore, for the financial management profession, it has cultivated a high-end composite type with high social responsibility, innovation ability and entrepreneurial spirit, which can engage in

accounting, finance, management, etc., and is good at transforming innovation results into real productivity. Financial management talents will be an urgent need in the era of “double innovation”.

Analysis of Foreign Innovation and Entrepreneurship Training Mode

Compared with the domestic, the research on the training mode of financial management talents tends to mature abroad. It emphasizes the application and practice, and forms the training mode of financial management talents which fit the needs of the society. Specifically, it includes the American model, the British model and the Canadian model, each of which has its own characteristics. American model: (1) emphasize the extensive and penetrating knowledge of knowledge; (2) the core of the professional curriculum is more detailed; (3) pay attention to skill training and ability training; (4) close combination of educational education and follow-up education. British mode: teachers are responsible for putting forward frameworks, and students are the key to the extension of reading process. This is a form of close connection between theoretical teaching and practical teaching. Canada model: closely related to the practice of curriculum and field training; through the analysis of daily life case and the way of providing education and training by the federal government to realize the close combination of theoretical knowledge and related business practice, so as to obtain more useful practice and practical experience in accounting practice.

Comparing the above three models, we can see the characteristics of the training mode in foreign countries: (1) the classroom is guided by teachers and the students are self-taught; (2) the combination of curriculum theory and actual cases; (3) paying attention to practical teaching so that students can contact more practical business.

Problems in the Cultivation of Innovative and Entrepreneurial Talents in the Financial Management Majors of Ordinary Colleges and Universities

The Awareness of Innovation and Entrepreneurship is not Strong, and the Professional Curriculum and Innovation and Entrepreneurship Knowledge Lacks Harmony.

In the context of innovation and entrepreneurship, colleges and universities should focus on cultivating students with high professional skills and innovative entrepreneurial awareness. However, as far as the current situation is concerned, many colleges and universities are not strong in their sense of innovation and entrepreneurship, and they do not pay enough attention to the teaching of innovation and entrepreneurship. Although some universities have set up innovative and entrepreneurial education courses, they are mostly independent courses. They are not integrated with the professional courses of financial management, and they are too theoretical in theory and have not played their due role.

The Course Structure and Teaching Methods Need to be Improved.

The main part of the theoretical course is still the ills of many colleges and universities, ignoring the importance of practice and experiment in the curriculum structure setting. This is not conducive to the absorption of knowledge by students, and it is not conducive to cultivating their hands-on ability. In fact, the financial management profession is a relatively practical profession. The traditional teacher's teaching method of listening to students is not conducive to students' ability to improve self-learning and self-development. And the simplification of the assessment method is not conducive to the improvement of the comprehensive quality of students. Therefore, it is necessary to establish a set of financial management professional learning evaluation model that adapts to the cultivation of innovation and entrepreneurship from the curriculum structure to the teaching method and evaluation.

Professional Teachers are Lacking in the Practice of Innovation and Entrepreneurship.

At present, the prevalence of college teachers in China is from the direct graduation to the work of colleges and universities. There are very few companies working in enterprises, and even fewer have participated in entrepreneurship. This will inevitably lead to the lack of teachers' practical work experience, which in turn will affect their cultivation of students' ability to practice innovation

and entrepreneurship. Therefore, in order to improve the learning effect of students' innovation and entrepreneurship, we should first start from the cultivation and improve the teachers.

The Curriculum Assessment and Evaluation Methods Cannot Meet the Requirements of Innovation and Entrepreneurship Education.

Nowadays, many colleges and universities have adopted a single examination method for the assessment of the theory and practice of financial management. Even though some practice assessment methods include some skills assessments, in general, these assessment and evaluation methods It is still unreasonable, which is not conducive to promoting the cultivation and improvement of students' comprehensive quality. Therefore, it is urgent to reform the existing assessment and evaluation methods, and establish a set of assessment and evaluation methods for financial management courses for the cultivation of innovative entrepreneurship.

Construction of the Training Mode of Innovative and Entrepreneurial Talents in Financial Management Profession

It is necessary to strengthen the cultivation of innovative and entrepreneurial talents in the financial management profession. In the concept, it is necessary to focus on the cultivation of innovative and entrepreneurial talents in financial management, focusing on the cultivation of students' professional skills and innovative entrepreneurial awareness and ability. In practice, financial management professionals should be employed. The cultivation of quality and innovation and entrepreneurship is the main line. From the reform of the theoretical and practical course system and teaching content of financial management, and from the multi-faceted and multi-level, the support for college students to carry out innovation and entrepreneurship practice is started.

Build a New Financial Management Teaching System to Cultivate Students' Professional Ability and Innovative Entrepreneurial Potential

(1) Innovative financial management professional curriculum system. In order to cultivate students' professional ability related to the actual work of financial management, the financial management major should construct a curriculum structure system with professional courses as the core, innovation and entrepreneurship education courses as auxiliary, special lectures and forums. That is, primary financial management, intermediate financial management, advanced financial management, financial institution management, securities investment, multinational corporation finance, project evaluation, currency banking, management, microeconomics, macroeconomics, Management of information systems, statistics, accounting, economic law and other professional courses. In order to cultivate students' potential for innovation and entrepreneurship, they should also be assisted in the form of elective courses. They can set up skills and methods such as college students' creative science, innovative entrepreneurship theory and practice, entrepreneurial risk management, career planning, college students' innovation and entrepreneurship practice, and employment of college students. Entrepreneurship guidance and other courses. In order to promote teachers and students to obtain information, the school should also hold lectures on financial management, tax law, economic law, business management, venture capital, e-commerce, entrepreneurial thinking, entrepreneurial history, entrepreneurial experience and so on.

(2) Strengthen the construction of the teaching staff. A faculty with strong creative thinking and innovative spirit is necessary to cultivate strong financial management expertise and innovative entrepreneurship. Therefore, on the one hand, colleges and universities should increase the selection and training of teachers, and encourage professional teachers to actively participate in the backbone teacher network and national quality training, academic teacher professional development academic exchange seminars, key teachers' teaching ability improvement advanced training courses, and higher education institutions. Various training and seminars for young backbone teachers and first-class university visits at home and abroad. On the other hand, colleges and universities should employ entrepreneurs who have successfully established off-campus entrepreneurship and management, as well as entrepreneurs, taxpayers, banks, investment and other experts as part-time professors and students' entrepreneurial instructors, so that they can bring forward-edge knowledge,

advanced concepts and latest developments in entrepreneurship and business management. Technical achievements are passed on to students to enhance their entrepreneurial awareness.

Strengthen the Construction of Practical Teaching System for Financial Management Majors and Enhance Students' Ability to Practice Innovation and Entrepreneurship.

Conduct multi-level innovation and entrepreneurship training programs. Schools should make full use of national preferential policies, consider the advantages of the school according to local characteristics, and carry out innovative training programs for college students covering the three levels of the country, the province, the city and the school, and introduce the enterprise into the campus and financial management practices into practice training, financial management and entrepreneurship. Experience is introduced into the classroom, allowing teachers to enter the enterprise, students to enter the financial role, teaching into the enterprise, and form a new pattern of school-enterprise integration of “factory middle school” and “school middle school”.

College Students Venture to form a Support System to Provide Backup Protection for Business Students.

In order to enable students with entrepreneurial potential to carry out innovative entrepreneurial practices during school hours, schools should provide support, encouragement and guidance in many aspects.

(1) Adopt a diversified and personalized assessment method. On the one hand, it pays attention to individual differences when assessing practical teaching, pays attention to the assessment of students' comprehensive quality, and pays attention to whether students are thinking about problems from the perspective of corporate financial management, solving problems, and making full use of real enterprise work situations. Practice teaching and so on. On the other hand, students can be allowed to temporarily suspend their school due to business.

(2) Integrating resources inside and outside the school to provide resources for college students to start their own businesses. Schools can join hands with local governments, and the university campuses, science parks, and public communities work together to build a “college student entrepreneurship park” to create an atmosphere and build a platform for college students to innovate and start businesses. In order to save students' entrepreneurial costs, they can provide free places, facilities, office furniture and supplies for college students' innovation and entrepreneurship practice. They can also be equipped with full-time staff to provide business registration, financial and taxation consulting, patent agency, license processing and other services.

From Conventional Teaching Management to Standardize Management, Standardized Management Changes.

The financial management profession has always paid more attention to daily teaching management, such as teaching file management and teaching operation management. Under the new normal, the quality of teaching has improved, and we have shifted from focusing on routine management to standardization and standardization management. First, the personnel training program was revised, defended and demonstrated. The achievement of talent training goals depends on the scientific talent training model, and at the same time depends on the supporting talent training program. The financial management profession of our college has always been based on cultivating high-quality applied talents. Although it does not need to be positioned and transformed, it needs to further update concepts and adjust ideas. Towards industry enterprises, jointly develop talent training standards and standards, and achieve school-enterprise cooperation and education.

Conclusion

The fundamental purpose of financial management education is to cultivate wealth management talents with knowledge, ability, creativity and potential. Faced with the complex and ever-changing social and economic environment, the training of talents in financial management is not limited to the knowledge of financial management. It is more important that students have strong professional judgment after they graduate from work. And the ability to solve real problems. The foundation of talent cultivation lies in education. The innovation and entrepreneurship education of college financial management should run through the four years of students' school. At the same time, it

must be close to the needs of the post, keep pace with the times, and timely change the training mode suitable for innovative and entrepreneurial talents in financial management. The talents cultivated by the financial management majors of colleges and universities not only have high professional ability, but also have innovative entrepreneurial thinking, innovative entrepreneurial spirit and innovative entrepreneurial ability, and become high-quality and skilled talents with good financial management application ability that can truly meet the needs of society.

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