The countermeasures and measures of the financial management professional teaching reform

Man-ping Weng^a, Dong-dong Weng^{b}*

^aLiming Vocational University, Fujian, Quanzhou, China

^bQuanzhou Normal University, Fujian, Quanzhou, China

*Corresponding author: *Dong-dong Weng*, email: weng28911985@163.com

Abstract

With the development of global economy, the rapid progress of science and technology, more and more applied talents are needed by the society and enterprises. For the sake of providing convenient conditions for the cultivation of talents in colleges and universities, new requirements have been put forward for the financial management talents trained in colleges and universities. Colleges and universities should bear their own responsibilities. Because of the transition from "talent teaching" to "all people teaching", it is wise for colleges and universities to carry out teaching reform in financial management. Simultaneously, it can make colleges and universities have their own position in society. In this paper, the author puts forward some countermeasures and measures to reform the teaching reform, including the construction of the teaching system structure, the strengthening of teacher structure, the improvement of experimental teaching conditions, and reform practice teaching evaluation model and so on.

Key words: *Financial management; teaching reform; measures*

1 Introduction

In the process of teaching practice reform, we should project the prominent principle position of students, because students are the leading role of the teaching practice. The teacher is just the link in the process of teaching practice, sufficient space should be left for students, and the teacher should let the students learn, find, resolve and so on by themselves. The teacher would be the guidance until the students really don't understand to avoid students to rely too much on the teacher. Colleges and universities should design on all the aspects of professional.

2 Countermeasures and measures of the financial management professional teaching reform

2.1 Construct and improve the teaching hierarchy.

Firstly in the process of the projection, we should pay attention to the link of internal relations of the practice teaching and establish the relationship among them to avoid them to be

independent individual or to be repeated individuals. The design content should include specific teaching objectives, teaching contents, teaching methods, teaching conditions, teaching evolution system. Here, the professional evolution seamlessly integrates into the enterprise needs to provide students for "zero distance" connection between learning and practice.¹

Secondly the practical teaching system should be open, instead of enclosed. Therefore, the application-oriented universities should convert the traditional idea into the belief of innovation and the backbone of changeover, gradually establish a practice teaching system of "open", in order to ensure the quality of teaching, improve the level of training applied talents. For this purpose, universities should open the campus laboratory, extend the opening hours of the laboratory properly, and ensure that students have sufficient time to practice content in practice. The training base and content should be increased and enriched in an appropriate way so as to meet the practical needs of students and have more opportunities for practice.

Finally, optimize the curriculum teaching system. After designing the practice teaching link and building an open practice teaching system. We should turn to emphasize the major of practical curriculum teaching system which could reflect the characteristic of the cultivation of financial management professionals. Based on the target of applied talent teaching, colleges and universities can divide the course system into three levels: platform, module and direction. On the course platform, the university can divide modules of the course into two modules, the one is elective course, and the other is prescribed course.²The specialized elective course module can set up different major field according to the training purpose of financial management applied talents, as well as divide the professional curriculum plan module into six modules: namely, public, professional foundation course module, financial accounting course module, financial management course module, financial analysis course module, professional comprehensive application modules, graduation design course module . Through this division, students could choose the modules in which they are interested among all kinds of independent and connected modules to learn deeply and improve their comprehensive knowledge level and comprehensive quality level.³

2.2 Strengthen the structure of teachers

We should not show solicitude for the higher degree, but pay close attention to the practical ability. Practical experience and see whether it can meet the requirements of schools to carry out the practice teaching. Firstly, colleges should bear different responsibilities for training "Double-Teacher" faculty, and encourage teachers to communicate with practice professional talents to make up the regret of teachers who do not participate in practice. Otherwise, when a practice teacher is employed by colleges and universities, we should provide the opportunities of further development for teachers. Make arrangement for them to train, engage in advanced studies, make an on-the-spot investigation and communicate with practical talents. At the same time, teachers should also pay attention to improve their

teaching level, enhance their teaching methods and do not follow the script. Teachers could cull succinctly and present briefly to avoid repetition teaching on the basis of ensuring the connection and relation of the course. Otherwise, teachers need to improve all kinds of reference material for students to enhance the students' abilities of learning and abstract concept simplification and synthetic generalization as well as discretion. It would also create the necessary conditions needed to develop in the future.⁴

2.3 Reform of teaching methods

In the classroom teaching, don't stick to the rules, and have no originality. We should try to make the teaching method diversified, vivid and elastic, to improve the enthusiasm of learning to participate in teaching.

In classroom teaching, a teacher with a bit of charm and humor would not go amiss. In the course of teaching, it is not difficult to find that teachers who have sense of humor are more popular with students, and students are more willing to listen to them. If the teacher just reads the book in the course of teaching, the students can read the book by themselves, and don't need teachers. On the contrary, if teachers properly introduce practical cases and their own vivid expressive abilities, students will learn as if they are listening to stories, and can deepen students' memories.⁵

Consummate the student reward mechanism. In the course of classroom teaching, students can be appropriately rewarded, to motivate students to respond actively, think positively and participate actively in practice. Through these incentives, students are most likely to be motivated to learn.^{3.4} Enrich and expand teaching methods and means. According to the characteristic of different courses, we could adopt online interactive teaching by computer, improve microcomputer teaching effect and other modern teaching methods and ways, and then through some auxiliary teaching methods to help teachers impart teaching content of teaching, such as debate, challenge-based classroom discussion teaching, to further expand and enrich teaching methods and means.

2.4 Establish a perfect campus simulation laboratory

It is necessary to deepen the theoretical knowledge of financial management. In the establishment of the campus simulation laboratory, universities should introduce a sufficient number of advanced technology and equipment, and ensure the cleanliness of the laboratory, and provide students with a good experimental experience and experimental environment. The content of the simulation experiment should be consistent with the actual financial operation procedure of the enterprise, and the real working environment of the enterprise should be fetched in to the maximum extent. Campus simulation laboratory shall, according to the characteristics of the professional courses of financial management to arrange different experimental project, avoid repeated experiment, improve students' comprehensive practical ability, thus, we could arrange the experiments such as the foreign exchange futures trading,

securities investment simulation experiment, etc.

2.5 Establish a stable campus practice base

Although the campus simulation laboratory can effectively improve students' practical ability and ability to solve practical problems, they should actively promote the establishment of campus practice base. A stable practice base can provide students with the real business environment, let the student contact business, understand the business process, effectively improve the students' participation, and maximum limit satisfy the requirement of students' practice. The after-school practice session can be divided into three links, namely cognitive practice, group investigation and professional practice. By dividing the group, we can effectively improve students' awareness of solidarity and cooperation and develop their interpersonal skills. Through professional practice, students can improve their professional theory level, and can further improve themselves from the applied talents. Finally, schools and businesses should sign a cooperative agreement in a voluntary and fair way to clarify their responsibilities.⁶

2.6 Improve the conditions of practice teaching of financial management the conditions of practice teaching include "soft conditions" of practice teaching system and standard, and "hard conditions" such as laboratory, practice base and practice teaching

Develop a rigorous and detailed practice teaching plan, practice teaching outline and instruction and strict implementation. The design practice teaching plan should be designed around the target and basic requirements of applied talents, and should reflect the content of practice teaching. After formulating the scientific and rigorous teaching plan, colleges and universities should select the appropriate syllabus and textbooks. Different curricula and teaching plans should be developed to reflect the characteristics of different practical courses and links.

Select suitable teaching software for the financial management laboratory, such as kingdom financial software, purchase and inventory management software, mobile office software, etc. Strengthen the cooperation of school and enterprises through various means and speed up the construction of practice base. Schools and enterprises have their own advantages and resources on education, and strengthen the cooperation between schools and enterprises. These advantages and resources can be gathered together to achieve win-win results for enterprises, schools and students.⁷

2.7 Establish proper practice teaching evaluation system

To establish evaluation system, we need to set up a set of evaluation index and evaluation criterion in the first place to conduct impact assessment on all aspects of the practice teaching, the students' practical effect cannot be evolved until the evolution index and evolution criteria are set up.

2.7.1 Systematic principles

The practice teaching evolved system established by colleges and universities should cover all aspects of the financial management practice teaching, at the same time, the selected evaluation index should be able to reflect the practice teaching of the practice teaching evaluation system of the structure of the hierarchy.

2.7.2 Practice feasibility principle

The practice index should be feasible and operable, otherwise, the establishment of the practice teaching evaluation system is meaningless and cannot achieve the desired effect, which cannot carry out the practice teaching index is not imaginary, it should be made in combination with the requirements of the market and society, and only the practice teaching index that conforms to the modernization process has practical significance.

2.7.3 Scientific comparability principle

The evaluation index of practice teaching should be comparable in order to improve the evaluation index. It can grasp the various practices through comparing the teaching in the process of implementation of the actual application level, can promote the discipline teaching practice from each other, otherwise it can foster strengths and circumvent weaknesses, promote the formation of complete practice teaching evaluation system.⁸

2.7.4 Principle of demand guidance

The practice teaching index is not imaginary, it should be made in combination with the requirements of the market and society, and only the practice teaching index that conforms to the modernization process has practical significance.

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