Analysis of Teaching Reform in Higher Vocational Colleges Based on the Background of "Internet Plus"—The Financial Management Major as an Example

Wei WEI
1-2-302 East Gulou Street, Nankai, Tianjin, China

Keywords: Internet plus, Higher vocational college, Financial management major, Teaching reform.

Abstract. In recent years, the rapid development of Internet information technology has brought profound changes to Internet Finance and its development, and has a huge impact on the traditional financial industry, as well as changing the vocational needs for financial talents. As the important places for talents cultivation in China, financial teaching reform in higher vocational colleges is imperative. Based on the background of "Internet Plus", this paper deeply analyzes the problems existing in the teaching of financial management in higher vocational colleges, and puts forward corresponding countermeasures and suggestions, and then trains more internet financial professionals, so as to meet the needs for social development.

Introduction

With the constantly emerging of the concepts of "Internet Plus", Internet finance based on the Internet technologies such as cloud computing and big data, as the most innovative and developmental frontier in the finance field, has a great impact on the traditional financial industry. The change of the industry has aroused more and more attention from financial enterprises and the profession demands for financial professionals has changed accordingly. The development of the traditional financial management major in China is relatively mature, however, the problems existing in major construction and course construction have greatly hindered the cultivation of talents with applied-type financial skills under the background of "Internet Plus". Therefore, we should actively carry out the teaching reform of financial management major under the background of Internet finance, so as to enable the trained students in higher vocational colleges to really adapt to the new market environment and meet the basic needs of the society.

Problems Existing in the Teaching of Financial Management Major in Higher Vocational Colleges in China

Lacking of Teaching Staff and Practical Experience

As we all know, teachers play the leading role in the process of students training, therefore, the quality of teachers is directly related to the quality of financial skilled talents training. Higher vocational colleges generally lack practical teaching bases, and students’ practical teaching can only rely on teachers’ practical level. Financial management is a management discipline with strong practicality and fast knowledge updating. The lack of necessary practical experience by the financial professional teachers causes the disconnection of theoretical knowledge and practice in teaching, which restricts students’ practical ability. With the development of diploma education, higher vocational colleges pay more attention to the education level and theoretic knowledge level of teachers when recruiting professional teachers, even take the applicant's highest degree and graduated school as the only criterion to measure the quality of teachers, and neglect the examination of teaching practice ability. In recent years, influenced by the younger trend of professional teachers, most of the financial professionals directly teach at schools after graduation, who extremely lacks practical experience in the financial industry. After coming on board, most young teachers haven't received systematic professional skills training, many reasons lead
professional teachers to feel inadequate in teaching, and the teaching contents also lag behind the actual posts. In order to meet the teaching demands of finance major, we must build a high-level teaching staff.

Repeated Setting of Courses, and Low-level Setting of Practical Training

Although higher vocational colleges have a full understanding of the importance of teaching reform, still focus on the traditional professional basic courses in curriculum design. Influenced by the thought of traditional financial management theory teaching, most full-time teachers do not realize the importance of practical teaching in adjusting teaching ideas, so they often neglect the proportion of practical teaching in courses setting.

Besides, the courses setting of financial management major in higher vocational colleges generally includes: Fundamentals of Finance, International Finance, Commercial Bank, Insurance Practice, Foundations of Accounting, Marketing, Personal Finance, Securities Investment, Financial Regulations and other courses. [1] These courses overlap in teaching contents to a great extent and the same knowledge contents may be taught repeatedly in different courses, resulting in confusion of students’ thinking, difficulty in forming a system, and weakening the learning of students majoring in financial management.

Lagging Teaching Contents and Single Teaching Modes

At present, the teaching materials of financial management major in higher vocational colleges still mainly use traditional financial instruments to teach the definition, basic characteristics and nature of knowledge, which has a great gap with the innovation of financial instruments under the background of "Internet Plus". Many new financial products innovated by "Internet Plus", such as third-party payment, Internet financial services, P2P lending, crowd-funding and financial risk prevention, are greatly different from traditional financial products in service objects, service groups, service nature and service characteristics. The serious disconnection between the teaching contents and the actual development not only causes the students’ low interest in learning, but also seriously affects the training effect of compound financial professionals.

The traditional teaching mode in finance is mainly the combination of theoretical teaching and classroom teaching, although the teaching aids have begun to change from blackboard teaching to multimedia teaching, in the whole process of teaching practice, the teachers still mainly adopt the "duck-stuffing" teaching method, and it is difficult for students to combine basic theory with practical operation. Although management departments at all levels have repeatedly stressed the importance of practical teaching, financial teaching in some higher vocational colleges still overemphasize classroom knowledge transfer, emphasize theory and light practice, and neglect the comprehensive quality and ability cultivation of students through practical teaching. Therefore, low teaching efficiency and limited teaching effect commonly exist in higher vocational colleges, students digest and understand knowledge by rote learning and lack the necessary practical ability.

Moreover, there are still some problems in financial management major in higher vocational colleges, such as insufficient investment in professional funds, imperfect construction of practical training bases, lacking practical training teaching equipments, incomplete training teaching system and theories lagging behind post development.

Analysis of the Characteristics of Internet Plus Financial Management Courses

A Wide Coverage of Knowledge Points in Course Contents

The Internet plus course system includes both the theoretical knowledge required by traditional financial management and the new business developed by combining Internet, banking, insurance, securities with traditional financial businesses, as well as the knowledge such as third-party payment, electronic money, crowd-funding, regional supply chain and financial risk prevention. Besides, the knowledge points in financial management courses under the background of Internet Plus are relatively independent, and each knowledge point is not strong in correlation and
connection, with being scattered in content, low consistency in knowledge points and low in cohesion.

**Strong Practical Course Is Not Suitable for the Traditional Teaching Mode**

Because of the short time of development in Internet financial, the studies on the fields covered by the major have not yet been deep, and compared with the traditional financial business, the emerging business under the Internet Plus are relatively weak in theoretical basis. Compared with the traditional financial management textbooks, the published professional textbooks are scarce and low in selectivity. In professional content, it is mainly the introduction of specific operation, and the content teaching is too simplified. Besides, Internet finance has strong practical characteristics, in learning various business of Internet finance, it needs to be closely linked with the specific operation of business in classroom teaching, and therefore, the traditional teaching mode cannot meet the current teaching demands.

**The Construction of Training Equipments Needs to Be Promoted Simultaneously**

Under the background of the Internet financial development, in order to meet the social development and needs of actual jobs, all higher vocational colleges have carried out curriculum reform one after another. Because of the large investment required for construction of financial management courses under the background of Internet Plus, the financial pressure on colleges and universities is great. In the process of practice teaching, there are many cases that invested funds are not in place, therefore, the pressure of classroom teaching effect falls on the teachers, which not only affects the final teaching effect, but also brings great pressure to teachers' teaching.

**Financial Textbooks Lagging behind under the Background of Internet Plus**

With the rapid development of Internet information technology, the modes of Internet financial business are constantly innovating, which cannot guarantee the timeliness of relevant textbooks. Most of the financial textbooks in present higher vocational education in China are stuck to the macro classical financial theory in western finance major, and lack explaining of the emerging financial business. The updating of the course textbooks is slower than the innovation speed of the financial business, and there is a certain gap between the textbook contents and the actual development of the financial business, therefore, it cannot meet the needs of the actual jobs in financial enterprises.

**Ways of Teaching Reform of Financial Management in Higher Vocational Colleges under the Background of "Internet Plus"**

**Constantly Strengthening the Construction of Teachers, and Improving Teachers' Practical Ability**

Firstly, we should increase the proportion of "double-qualified" teachers in higher vocational colleges, and as many attract more industry experts and business experts as possible to join the teaching staff. The talents introduced should not only satisfy that the highly educated talents can meet the needs of theoretical teaching, but also have the working experience in financial institutions such as banks, securities and insurance.

Secondly, we should strengthen the the teachers training and establish the concept of lifelong learning. Financial teachers should actively perfect their knowledge structure, regularly carry out professional training, and constantly improve their financial professional quality and practical teaching ability. We also should organize inter-school multi-level cooperation and exchanges, learn frontier information in time, and regularly appoint financial professional teachers to enterprises for part-time practice, deepen teachers'understanding of the industry demands for professionals, so that teachers can increase their knowledge in practice and improve their level in practice.

Thirdly, senior managers in the financial industry are employed to participate in the settings of talent training plan or the specific implementation of teaching tasks. We should carry out various
lectures and engage experts in the Internet finance industry to explain the frontier knowledge in finance for students, so that students can timely know about the new trends, new methods and new products of Internet finance, and adjust their own learning direction and development goals.

**Optimizing the Practice Teaching System, and Perfecting the Course-setting**

Finance is an open and dynamically developing subject, which has always been in developing and changing, therefore, many higher vocational colleges emphasize the theoretical knowledge learning and neglect the applied learning of practical training, making students have high aspirations but low abilities or unable to adapt to the actual jobs, which limit the students’ future employment space to a certain extent. Therefore, we should readjust the talent training plan, optimize the practical teaching system, and from the actual demands of "Internet Plus" jobs, perfect the course-setting with practical application oriented. In order to ensure the effectiveness of course reconstruction, we should strengthen the division coordination among teachers, adjust the existing teaching content of financial management courses, and integrate the relevant contents of Internet finance, such as third-party payment, Internet banking, Internet insurance, Internet securities, P2P credit, Internet financing, Internet crowd-funding and Internet financial risk management into the actual teaching content of financial management. Besides, various symposiums and seminars related to Internet finance are regularly organized for students majoring in finance, so as to perfect students’ knowledge system and improve students’ practical comprehensive professional ability.

**Enriching the Teaching Modes, and Promoting the Construction of Course Hardware and Courseware**

Teaching methods of finance in higher vocational colleges also should be constantly reformed to improve modern education technology. By actively utilizing the abundant teaching resources in the modern network and innovating the teaching modes, the financial APPs can be used reasonably under the background of Internet finance. Situational teaching mode can be adopted for knowledge points with strong theory, such as supply chain financial service, with theoretical analysis being comprehensive and specific operation being abstract, teachers can guide students to carry out scenario simulation. In the course, students are arranged to play the roles in supply chain finance, and learn the practical operation in supply chain finance by role-playing, so as to stimulate students' interest and enhance students engagement.

We should strengthen the construction of training rooms, and increase investment in software facilities on the basis of complete hardware facilities, enhance school-enterprise cooperation and accelerate the development of software related to the actual operation of Internet finance posts, so that students can intuitively contact the various job contents, improve the actual operation ability, thereby improving the teaching quality.

**Innovating the Teaching Contents and Timely Updating the Teaching Materials**

Along with the rapid development of Internet finance, the traditional teaching contents of finance major are divorced from the practical working posts and the teaching contents lag behind. In order to adapt to the continuous updating of Internet financial business, teachers need to timely adjust the relevant course contents according to the actual requirements of the working posts and the changes of the actual business in the teaching process. Teachers are encouraged to compile school textbooks on the basis of selecting reference textbooks and introduce the knowledge about Internet finance from multiple perspectives. In compiling textbooks, we should pay attention to the combination with domestic practices, not blindly copy foreign theories, and update the content at any time, so as to organically integrate the new theoretical knowledge of Internet finance with the actual job requirements. Only by realizing the seamless connection between the textbook contents and the actual business, and thus realizing the overall reform of financial teaching content, can we cultivate financial talents adapting to the development of the times for the society.
Conclusion

With the rapid development of Internet finance, the development mode in traditional financial field has suffered from the unprecedented impact. At present, there are still series of problems in the finance teaching in higher vocational colleges in China, such as outmoded ideas, outdated teaching methods, untimely updating of teaching contents even out of step with the times. We need to make deep researches on how to integrate advanced teaching concepts of "Internet Plus" into the teaching reform of financial management major, so as to enhance the practical ability of students in higher vocational colleges and improve students' sense of innovation. Only by constantly carrying out scientific and systematic teaching system reform, adjusting teaching mode, updating teaching content and improving teaching staff, can the financial management major in higher vocational colleges better serve students through integrating the new concept of Internet finance, and then cultivate financial talents who can adapt to contemporary development and meet the actual needs of enterprises.

References


