

Research on the Training of Double-Creative Financial Management Professional Talents

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Abstract. In recent years, with the in-depth development of "mass entrepreneurship, innovation" activities, the society needs more and more talents with innovative spirit and ability. How to cultivate innovative entrepreneurship (hereinafter referred to as "double-creation") financial management talents that meet the needs of society is an urgent issue for universities to study and solve. This article combs the demand of financial management talents in the "double-creation" era, investigates the current situation and problems of financial management talents training in China, and explores new ways of training double-creation financial management talents.

1. Introduction

In 2015, the State Council issued the "Opinions on the Implementation of Deepening Innovation and Entrepreneurship Education Reform in Colleges and Universities" (hereinafter referred to as "Opinions for Implementation") pointing out that "colleges and universities should improve the training mechanism of innovative talents and improve the curriculum system of innovation and entrepreneurship education". With the continuous improvement of market-oriented degree, financial management is increasingly grasping the lifeblood of enterprises, which requires financial management personnel to have better innovation and entrepreneurship ability.

2. Problems in the Training of "Double Creative" Talents of Financial Management Major in Colleges and Universities

2.1 Emphasizing the Study of Professional Knowledge and Less the Training of Innovative Thinking

Because of the strong specialty of financial management specialty, the difficulty of learning professional courses and the strong standardization of professional knowledge, most financial management specialties in Colleges and universities attach importance to the teaching and practice of professional knowledge in their daily teaching, and lack of innovative thinking training.

2.2 Emphasizing the research of relevant theories and neglecting the cultivation of double-trauma ability

In response to the Central Committee's call for "mass entrepreneurship and innovation", all kinds of colleges and universities have offered innovative entrepreneurship courses to varying degrees. However, due to the lack of successful experience for reference, most colleges and universities 'innovation and entrepreneurship education focuses on relevant theoretical research, which is not closely integrated with the cultivation of innovation and entrepreneurship ability.

2.3 The Leading Party of Double-Creative Education and the Subject Party of Double-Creative Education

In the education of innovation and entrepreneurship course, colleges and universities basically adopt the teaching mode dominated by management departments and teaching units, while students as the main body of innovation and entrepreneurship course education are often passively accepted and implemented, which hinders the free development of students' innovation and entrepreneurship ability to a certain extent.

2.4 Emphasizing Form over Essence

In innovation and entrepreneurship education, although colleges and universities have formulated a series of safeguard measures, they lack the implementation of assessment and effect evaluation in concrete practice, which makes innovation and entrepreneurship education mere form and lack of substantive content. Some colleges and universities have established innovative entrepreneurship mechanisms and bases, but they have not been continuously implemented follow-up and monitoring, lack of scientific assessment and evaluation, resulting in no substantial progress in innovative entrepreneurship education, affecting the cultivation of students' innovative entrepreneurship ability.

2.5 Focus on the cultivation of local abilities while neglect the construction of double-trauma system

In the education of innovation and entrepreneurship, many universities focus on the cultivation of local innovation and entrepreneurship ability, offer theoretical courses of innovation and entrepreneurship education, cooperate with encouraging students to participate in competitions and open corresponding practical courses to improve students' innovation and entrepreneurship ability, and do not construct a complete system from the perspective of implementing the goal of "double-creative" talent training. Innovation and entrepreneurship training system. At present, most financial management majors in Colleges and universities have their own courses. They only focus on the improvement of their professional ability and the cultivation of their innovative and entrepreneurship abilities. The innovative and entrepreneurship system based on the curriculum group has not yet been established, let alone the construction of a complete, scientific and universal innovative and entrepreneurship system.

3. Ways to train financial management professionals in Institutions of higher learning under the background of double-creation

3.1 Redefining the teaching objectives and strengthening the curriculum system construction of innovation and entrepreneurship education in financial management specialty

In response to the call of the Central Committee of the Party for "mass entrepreneurship and innovation among all", and guided by the concept of "integrated education of innovation and entrepreneurship", the goal of "double-creative talents" is truly implemented in the running of financial management major. From the original simple goal of training financial accounting talents to the height of enterprise management and strategic decision-making, it is necessary for financial management talents to have better innovation and entrepreneurship ability. The realization of the training goal of "double creative talents" must be guaranteed by the realization of the three sub-goals of knowledge, ability and quality.

College students mainly acquire knowledge through the school classroom. In the process of innovative entrepreneurship education, for the students majoring in financial management, we should reasonably set up innovative entrepreneurship teaching courses for students, and integrate innovative entrepreneurship courses into the teaching of financial management courses. In addition, the school can strengthen the innovation and entrepreneurship ability of students majoring in financial management by innovative entrepreneurship teaching mode based on financial management courses and assisted by innovative entrepreneurship courses. At the same time, regular forums or special lectures will be held for students to further improve the innovation and entrepreneurship education

system for students majoring in financial management. In the course of innovative entrepreneurship teaching, in order to enable students to fully integrate theory with practice, it is necessary to reflect the complementarity between professional courses and innovative entrepreneurship courses.

3.2 Strengthen the construction of bi-creative teaching team and vigorously promote the innovation of teaching mode

In order to cultivate excellent talents with solid theoretical knowledge and double creative ability in financial management specialty, we should strengthen the construction of double creative teaching team. Teachers with agile creative thinking, continuous innovation and active exploration spirit can provide better teaching service for students and improve the overall quality of talents.

Firstly, colleges and universities should strengthen the training and evaluation of teachers' teams, actively encourage teachers to participate in training activities such as national excellent teachers' training, academic exchange meetings for college teachers, intensive courses to enhance the ability of key teachers or higher education team tutoring classes. Secondly, colleges and universities should increase investment in education and recruit schools for success. The entrepreneurs or dealers in charge of successful entrepreneurship should come to the school for guidance, not only to guide students, but also to assist teachers in formulating a plan for training double-creative talents. They should convey the most advanced and up-to-date information and technology in the current market to teachers in a timely manner, which will help teachers change their teaching concepts, update their teaching modes and methods, and understand the market. Field dynamics, and then these learned knowledge organic integration, unified teaching to students.

In order to fully reflect the cultivation of professional skills and creative abilities of financial management specialty, teachers should actively apply new teaching modes and methods, comprehensively implement such teaching forms as thinking stimulation, situational integration, cooperative learning, active communication, and in-depth exploration of theoretical practice, so as to fundamentally change students' original professional cognition. And the learning mode, from the traditional problem-raising to problem-finding and problem-solving, so as to expand students' thinking, strengthen students' comprehensive ability, and exercise the agility of thinking.

3.3 Organizing training of comprehensive double-creation practice projects and launching all kinds of knowledge competition and double-creation competitions

Institutions of higher learning should maximize the use of the support policies and preferential systems provided by the state, analyze their unique advantages in combination with local characteristics, organize students' double-creation training projects from three aspects, namely, the state, provinces, cities and universities, attract local famous enterprises to the practical training of financial management specialty, and integrate successful double-creation experience. In classroom teaching, teachers are allowed to practice in enterprises, students are allowed to integrate into the corresponding roles in the scene of financial management, and teaching and enterprises are combined to form a joint situation of school-enterprise cooperation and common education.

Institutions of higher learning should not only attach importance to the teaching practice of financial management specialty in schools and the practice of enterprises outside schools, but also actively carry out various kinds of knowledge competition and double-creation competitions related to financial specialty. Through the establishment of ERP sand table simulation laboratory, enterprise resource demonstration hall, innovation and entrepreneurship practice base, entrepreneurship training, students should be organized. Start-up practice, business reference and other activities, start-up design competitions, double-creation speech contests, double-creation design contests and other activities, so that students in this process, complete the internalization of knowledge and ability transfer, deepen students' double-creative awareness, stimulate students' inner entrepreneurial passion.

3.4 Guarantee the practicability of the evaluation system and promote the continuous optimization of personnel training mode

In order to promote the continuous optimization of talent training mode, colleges and universities should establish an effective evaluation system based on the background of the times. Firstly, using

all kinds of resources, this paper analyses the current situation and main problems of the training mode of financial management specialty, designs the relevant education evaluation system, and makes a deep analysis of the system to measure the feasibility of the talent evaluation system of financial management specialty. Secondly, we should have a thorough understanding of the learning ability of students majoring in financial management and the training methods of teachers, quantify the evaluation indicators that are consistent with the concept of innovative entrepreneurship education, and continuously and dynamically optimize the training mode of financial management talents. At the same time, it examines whether the evaluation system can cultivate students' innovative thinking and entrepreneurial ability, and then measures the applicability of the training mode of financial management professionals. It also forms an evaluation report, establishes an evaluation file, and takes pertinent measures according to the evaluation file, so as to coordinate the entrepreneurship education in Colleges and universities as well as the corresponding mechanism. Guarantee a good cycle of evaluation of entrepreneurship education in Colleges and universities, and promote the continuous optimization of personnel training mode.

4. Conclusion

The key link of personnel training is education. The double-innovation education of financial management major in Colleges and universities should run through the whole teaching system, and meet the specific requirements of financial management posts for professional personnel. It should be innovative and exploring actively in an all-round way. It should be based on the background of double-creation to innovate the original teaching body of financial management professional personnel training. Department, through the perfect, scientific, reasonable and comprehensive teaching mode, makes financial management professionals not only have higher professional accomplishment and skills, but also have dual-creative thinking, dual-creative spirit and ability, so that they can truly become comprehensive applied talents to meet social needs, and lay a solid foundation for students' innovation and entrepreneurship development.

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