Research on Teaching Methods of Financial Management Course in Higher Vocational Colleges Under the Background of Big Data

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ABSTRACT At present, there are many problems in the teaching of financial management in higher vocational colleges. Financial management teaching should combine the background of big data and Internet development. In the process of teaching, big data and course teaching are integrated to creatively change the teaching model. The teaching of financial management course should focus on improving the quality and promote the improvement of financial management course quality in higher vocational colleges with the help of big data. By taking big data technology as the booster of teaching reform, higher vocational colleges can train accounting talents to meet the needs of The Times and provide help for social and economic development.

1. INTRODUCTION

The era of "data as resources" has come to us. Colleges and universities are the export end of continuously delivering high-quality talents. Therefore, they should follow the development of The Times, constantly innovate learning concepts, and take the development of big data as the driving force for the reform and innovation of financial management courses in colleges and universities. Nowadays, college curriculum reform is facing new opportunities. To innovate the teaching mode, to study the more practical and efficient teaching mode is the direction of the current teaching reform in colleges and universities. Under the background of the prevailing development of big data, it is of great significance to cultivate talents to actively integrate big data thinking with current teaching concepts and abandon the traditional unreasonable and inefficient teaching mode[1].

2. CURRENT SITUATION

2.1. Attach Importance to Basic Knowledge of Financial Management

The purpose of financial management teaching in higher vocational colleges is to learn how to improve the efficiency of funds. The course content has time value, the risk value concept determination calculation. There are also capital raising decisions, investment direction decisions, capital income distribution decisions, dividend decisions, daily management of working capital.[2] The key is to manage enterprise capital through reasonable and effective organization so as to improve the utilization rate of capital.[3] As a management discipline, the school pays more attention to the accumulation of theoretical knowledge in the early stage. Students are urged to better learn theoretical knowledge through pre-class preparation, homework and final assessment. And the school will be included in the selection and evaluation of academic performance as a reference, increase the proportion of academic performance, make students clearly aware of the importance of learning theoretical knowledge in school.[4]

2.2. Pay Attention to the Cultivation of Comprehensive Quality

In addition to students with solid professional knowledge, schools pay more attention to the cultivation of comprehensive quality ability. Especially in the training of students' ability to cooperate, communication, reaction speed, reading ability and other aspects. At present, the cultivation of comprehensive quality is not enough only through learning in the school classroom. What is more important is to cultivate students' consciousness of independent learning. The school

provides a platform for students to exercise themselves and present themselves. Through the organization of various activities, competitions, so that students have the opportunity to realize their shortcomings, and then through deliberate exercise, to strengthen a certain ability, enhance the overall quality[5].

2.3. Emphasis on Learning before and after Class

In addition to the explanation in the course, the teacher also arranged relevant homework after class, and required students to review the key points and difficulties in the course several times. Teachers explain the course systematically by means of online platform, uploading learning materials and sharing learning resources. Students learn how to clock in, submit homework, and communicate online.[6] At present, the application of this kind of big data in teaching has integrated the Internet into the traditional teaching model, enabling students to preview and master the learning framework before class and teachers to conduct learning supervision after class. Students communicate with each other after class to improve the diversity of teaching modes and increase the flexibility of educational modes.

2.4. The Transformation of Traditional Thinking Mode to Big Data Thinking

The change of thinking mode drives the reform of teaching mode. As a product of Internet, big data leads the development of education industry. Therefore, with the Internet thinking is the key to teaching innovation. At present, most universities in China have realized the impact of the era of big data on student training and curriculum reform. Many universities have integrated big data thinking into traditional teaching thinking.

3. Problem

3.1. Imbalance of Teaching Structure

At present, higher vocational financial management courses are more inclined to purely theoretical teaching, lack of social practice guidance and case teaching, the structure of the curriculum arrangement is not reasonable. Financial management needs students to do a lot of comprehensive practice. Only by combining practical practice with theoretical knowledge can the value of theory be better exerted. In the era of big data, the society needs talents who have information technology and can process and integrate data.[7] However, the teaching objectives of colleges and universities have not been further adjusted and improved with the needs of the society. The teacher's teaching goal is still to make students master enough book knowledge. However, the students who attach importance to theoretical knowledge will be separated from the talents needed by enterprises in practical work. Therefore, universities cannot reach the goal of providing excellent talents for enterprises, and the teaching will lose its significance.

3.2. Teaching Methods are Relatively Simple

At present, many higher vocational colleges still use "cramming" teaching methods to teach financial management courses. As the main body of the class, the teacher occupies the main position in the class and inculcates knowledge for the students. However, financial management is a hands-on course. Passively accepting knowledge is not good for the learning of financial management, and it also defeats the original intention of the training goal. Teachers talk too much, students absorb the lack of knowledge, and the lack of active atmosphere in the classroom. Students feel boring listening to lectures, lack of vitality, lack of interaction between teachers and students. This kind of mechanization teaching teaching method is not enough innovation, teaching efficiency is low. At present, this kind of teaching mode has restrictions on teachers' teaching and students' learning, and the course mode is relatively single.

3.3 The Appraisal System is Unreasonable

Most higher vocational colleges adopt the form of examination paper when assessing students' mastery of financial management course. By examining the degree of mastery of book knowledge to determine whether to achieve the goal of learning. Such assessment method is not completely reasonable, can not reflect the students' comprehensive ability level. In the era of big data, the talents cultivated by financial management courses need to meet the development needs of enterprises and require students to have comprehensive abilities. However, the current college assessment only reflects the students' ability to take the test and the degree of mastering the book theory knowledge, lacking the assessment of practical application ability. At the same time, there is also a lack of assessment of other comprehensive skills required in the work. Therefore, the way of assessment is to be improved. This unitary assessment method lacks certain scientific basis and also violates the original intention of teaching assessment.

3.4 The Lack of Big Data Technology in Teaching and Application

The outstanding characteristic of financial management teaching is the higher course practicality. With the progress and development of The Times, financial management courses in colleges and universities should also be equipped with big data thinking. Only when thinking changes can the reform of teaching proceed smoothly. However, there is a lack of thinking mode of big data in education and teaching in colleges and universities. Most teachers lack the concept of big data and still pass on knowledge through traditional education and teaching methods. If this teaching concept does not change, and teachers do not take the initiative to accept the changes brought by information technology under big data, do not grasp the application and analysis of big data, and do not feel the impact of big data on life and work, then it will be detrimental to the teaching reform of financial management in the future. The mind should not be solidified and limited. Teachers should not only take the initiative to learn, but also actively pass on the new things they receive to students, take the initiative to meet the opportunities and challenges of financial management in the era of big data, and apply the latest information technology to financial management teaching.

4. Suggestion

4.1.Increase Students' Practice Opportunities

In the era of big data, the development direction of financial management teaching should be adjusted with the change of enterprise employment demand. Enterprises need applied financial data analysis talents in the future. For higher vocational colleges, the current development focus is to expand the resources of off-campus practice on the basis of theoretical teaching and provide students with opportunities to participate in off-campus practice. Schools should take the initiative to strengthen communication and exchanges with enterprises outside the campus and establish off-campus internship bases. When conditions are satisfied, we will identify external tutors for students to help them understand and contact big data through personal practice. Moreover, I will learn to apply the theoretical knowledge learned in school to work and master the basic skills required for practical work. Help students broaden their horizons and experience the impact and changes brought by the era of big data information on work. In terms of faculty construction, the school can actively introduce talents with rich financial management experience from local excellent enterprises to the college to hold lectures and symposia. The second class will be provided to students in the form of lectures on the financial problems encountered in enterprises, the impact of big data on enterprises and the skills of college students. At the same time, teachers should be encouraged to take an active part in courses and attend training in the financial department of the enterprise, so as to understand the latest financial information and the latest employment needs of the enterprise.

4.2 Innovative Assessment Methods

At present, the main assessment method of colleges and universities is to pass the final examination paper, which reflects students' book knowledge. However, the study of financial management is a comprehensive subject, and students' comprehensive practical ability is also very important, which should be included in the assessment. For this, the school needs to innovate the examination form. For example, participate in relevant social practice, and finally submit it in written form such as internship report or learning achievement, and include this score in the student achievement ratio, so as to promote the comprehensive level of students. Encourage students to participate more in the enterprise internship, understand the most real work content, clear their own shortcomings, timely narrow the gap. And study hard at school good basic knowledge, in order to practice can be used. Such a diversified assessment system should reflect students' comprehensive ability more fairly.

4.3. Use Big Data to Keep Abreast of the Latest Developments

Financial management courses belong to the core subjects of management and accounting. While setting up financial management courses, vocational colleges will also set up other interdisciplinary subjects. For example, economics, business administration, accounting and so on. Inter-disciplinary relationship is closely linked, the close communication between different disciplines, not only requires college students to learn the theoretical knowledge of each subject, but also to learn how to combine the knowledge of different disciplines, in order to be able to properly deal with problems in practice. However, it will be more difficult for teachers to grasp the basic theoretical knowledge of other interdisciplinary subjects and the latest developments, and face complex information and constantly changing data. Teachers in colleges and universities should make full use of big data resources and learn about the latest changes in other disciplines and the development trends of related industries through the Internet, so as to improve their teaching level.

4.4. Promote Active Learning

Due to the development of The Times, enterprises need more and more multi-functional talents in line with The Times. The teaching of financial management generally lacks sensitivity to big data, which is also a gap that should be paid attention to and filled in the future reform of financial management teaching. The teaching of financial management should be based on the knowledge imparted by teachers to help students develop the habit of independent learning and guide students to learn new knowledge from multiple perspectives. To strengthen the sensitivity of students to data, improve the initiative of learning. Let students know the latest industry trends, develop the habit of learning, constantly enrich their own. Only in this way can students continue to develop in the future.

5. Conclusion

Traditional financial management teaching methods have been difficult to adapt to the current economic and social development needs. Therefore, for higher vocational education, innovative teaching methods to train students in line with the needs of enterprises is extremely urgent. Higher vocational colleges should take big data as the background and change the single and inherent teaching method according to the characteristics of big data. Only in this way can we cultivate more excellent skilled talents.

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