

Teaching Reform of Financial Marketing Courses Based on Practical Talents Training

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ABSTRACT

With the rapid development of the financial market, the financial environment and regulatory regulations are also in constant development and change. It results in a higher requirement on the teaching of financial market course in universities, which focus on theoretical teaching and at the same time improving the practical teaching ability. Financial market is a professional basic course of finance major, and it is a professional core course which attaches importance to the combination of theory and practice. The main problems in teaching are: the teaching content is easy to overlap with other courses, the teaching content is theoretical, and the teaching method is relatively simple. Based on the analysis of the existing problems in the course teaching, this paper puts forward some suggestions for classroom teaching reform, mainly including highlighting the course content, improving teaching methods and improving teaching effect.

Keywords: Financial market, Practical teaching, Teaching reform.

1. INTRODUCTION

The development of the Internet, big data and digital finance continually drive financial market reform in China. The development of Internet finance, interest rate marketization and RMB internationalization reflect the rapid development and innovation of China's financial market. With the development challenges of the financial market under the new situation, the traditional financial industry should respond to the market trend to accelerate the pace of its own reform and innovation. Universities should also follow of the market development and promote teaching reform in the course of financial market studies [1]. As a professional basic course of financial market, financial market has many contents, scattered knowledge points, and also requires students' practical ability. However, the content of the course in the university slowly bring up to date, which is out of touch with the market practice. In particular, the teaching requirements of Independent Colleges are different from the general research-oriented undergraduate teaching, and they are also different from the application-oriented teaching in higher vocational colleges [2]. Therefore, how to teach the course of "financial market" well in independent colleges can not only cultivate students' interest in finance, but also lay a

good foundation for students to continue to study the following professional courses, which is a subject to be explored in practice.

2. LITERATURE REVIEW

In recent years, there are relatively few researches on the systematization of financial market science course. As the core basic course of finance major, there are still many aspects worth studying. At present, most of the researches focus on the reform of teaching methods [3]. Some scholars mainly study the application of case teaching in the course teaching. For example, Wang Fengjing (2011) proposed the importance of case teaching in the teaching of financial market science, and highlighted the necessity of localization of cases, which can make students more easily accept the basic theory. Some scholars mainly study the impact of practical teaching on the course teaching. For example, Xia Jing (2017) proposed that the teaching of financial market should focus on both theoretical and practical courses, and combined with teaching practice, and put forward specific methods to improve the teaching effect of theoretical and practical courses. On the other hand, there are also scholars who mainly study innovative teaching model [4]. For

example, Tian Jiao (2018) used the split classroom teaching model in the teaching of financial market, which strengthened the communication between students. Mai Yong, Fan Dongpo (2016) proposed that financial market course should respond to the changes in the market to carry out reform and innovation of teaching and learning, taking into account the new changes in the environment of the financial industry to enhance the practicality of the curriculum, and actively try new teaching methods and teaching tools. Tan Yichu (2019) proposes to carry out modular teaching reform of financial marketing courses in four aspects: teaching organization, faculty, teaching methods, assessment and evaluation, in order to respond to the demand of industry-academia-research practice to promote the education of students [5-8].

3. PROBLEMS IN THE TEACHING OF FINANCIAL MARKET IN INDEPENDENT COLLEGES

3.1. The Choice of Teaching Content

There are many contents in the course of financial market. As a basic course, financial market needs to explain the knowledge content to students in detail. However, as the course of financial market dominates the basic follow-up courses of financial specialty, a considerable part of the chapters overlap with contents of the subsequent courses. This kind of cross relationship brings a dilemma to the teaching of financial market science. If it is simple and general knowledge, it will cause students' little interest in learning and weak professional basic knowledge; if it is explained in detail, it will cause difficulties for teachers who teach follow-up courses [9]. In addition, the teaching content is not updated in time, and the financial market changes very fast. If the teaching content is not updated in time, it will lead to the disconnection between the theory of course teaching and the actual market practices, which is not help the development of future students.

3.2. Problems in the Teaching Process

As a professional basic course of financial market, there are many theoretical knowledge points in the course, which makes students feel boring. Traditional classroom mainly depends on teachers' explanation, so students' learning effect is limited. Moreover, the single teaching model will make the theory and practice not closely linked, and it is not in line with the current market situation for student training. It is often thought that case teaching can solve the boring and general problems in class content [10]. In fact, it does not. Case study can improve students' attention, but excessive case material deviates from the basis of course teaching content. Therefore, it is very important to choose a

diversified teaching model [10-13]. At the same time, with the popularization and application of digital teaching, students rely too much on teachers' courseware.

3.3. Problems in Practical Teaching

Financial market is a course which combines theoretical knowledge with practical knowledge. Therefore, in order to appropriately increase the students' practical ability, at the same time, the course has a wide range of knowledge, so it is necessary to enhance students' comprehensive analysis ability of financial market. However, at present, the teaching hours are mainly allocated in the theoretical teaching, and how to improve the practical teaching is a key problem to be solved.

3.4. Teachers Lack of Practical Ability

University recruitment mainly focus on teachers' academic qualifications, which results in a large portion of theoretical knowledge teachers [14]. But the lack of experience in the financial industry leads to the lack of practical ability. If teachers' practical ability is not strong, it will affect students' learning of financial practice, and the effect is not good.

3.5. Single Assessment Model

In the teaching of financial market, an examination is often used to test students' learning outcomes. However, the paper examination mode is relatively rigid, and it focuses more on students' memory than on their analytical ability, so it cannot really assess the teaching outcomes [15]. While improving the teaching model, we should not forget the reform of the examination model.

4. SUGGESTIONS ON TEACHING IMPROVEMENT OF FINANCIAL MARKET IN INDEPENDENT COLLEGES

4.1. Suggestions for Improvement of Teaching Content

4.1.1. Teaching Content Highlights Key Points

In the teaching of financial market, the key content should be highlighted. Financial market should focus on the study of basic tools of money market, capital market and derivative market, as well as the study of financial asset pricing. Because asset pricing theory is not only applicable to general investment tools, but also specific to the determination of forward interest rate, forward and futures pricing, option pricing, etc., it is necessary to highlight the key learning in the teaching process, so that students can master the principle and application of

this method. For example, when teaching the content of "bond valuation elements" in "bond value analysis", students should master how investors choose the bonds they invest in according to the elements of bond value. Therefore, students should understand that the level of yield directly determines which bonds investors should choose. In the learning process, they should focus on the macro and micro economic factors that affect the change of bond yield. Further understanding of the impact of bond yield changes on investment decisions and how to choose bond investment.

4.1.2. Coordinate the Teaching Contents of Relevant Courses

Before teaching the course of financial market, students have already studied microeconomics, macroeconomics, monetary finance and other popular courses, so they have some understanding of financial market. Repeated content in the teaching process will cause students' boredom and affect the teaching effect. At the same time, as a professional basic course, the financial market course needs to pay attention to the connection with the follow-up courses in the third semester. Therefore, in the classroom teaching of financial market, it is necessary to coordinate the relationship with the relevant courses, and highlight the characteristics of this course. The course of financial market is aimed at students who have mastered the basic theoretical knowledge of macro and microeconomics and monetary finance. In this course, the key content of the course has been described in detail. This teaching method can improve the learning efficiency and make students master the core content of financial market. For example, in the course of monetary finance, there is a chapter about financial market and financial instruments, but it is more about the introduction of markets and tools. Therefore, in the course of financial market, we focus on the application of financial instruments and tools in each sub market in sub market teaching, so as to avoid repetition and highlight the key content. In addition, the course of international finance focuses on the foreign exchange market. Therefore, the content of foreign exchange market learning should be appropriately deleted and the teaching of market overview should be highlighted. This can not only highlight the foreign exchange market as a sub market of the financial market, but also avoid repeating the teaching of foreign exchange tools with the content of international finance course, and ensure that students have a complete understanding of the financial market in the learning process.

4.1.3. Teaching Knowledge Points Based on Domestic Cases

The development of financial market course originated and developed from foreign markets. In the

learning process, there are a lot of foreign classic cases to learn. But teachers should not ignore the domestic cases. In particular, each chapter learning is introduced with important domestic financial cases or real-time financial market development, so that students can know more clearly that the financial market is around them, rather than boring book theory. The application of financial market theory in China's financial market practice not only increases the teaching examples of integrating theory with practice, but also enhances students' interest and improves their ability of combining theory with practice.

4.1.4. Pay Attention to Update the Teaching Content

In the teaching process of financial market science, we should appropriately combine current events and hotspot events, as well as knowledge points related to postgraduate entrance examination, and update them in time. In the teaching, we should pay attention to increase the hot cases of money market, capital market and derivative market, and pay attention to the latest developments in the financial field such as financial background and financial policy, as well as the situation of China's financial reform. Pay attention to the content of the course and combining with the outline of postgraduate entrance examination. The teaching content is updated in time, and the classroom teaching content is more substantial and richer, which can not only improve students' interest in learning, but also meet the needs of student training objectives.

4.2. Suggestions for Improvement of Teaching Methods

4.2.1. Combination of Case Teaching and Theoretical Teaching

Financial market is a course with strong theory and practice. In the process of teaching, students' interest in learning can be improved and theoretical knowledge can be fully understood by combining with reality. In addition, one of the student training objectives of independent colleges is to cultivate applied talents. Therefore, in the teaching process, we still need to highlight the case teaching method, but we need to pay attention to that to teach this course well, we must establish it on the basis of adequate and appropriate case teaching, otherwise it is difficult to achieve better teaching effect.

Financial market is a course closely related to the development of real economy. There are many practical teaching cases in the development of financial market. However, only using the past cases to teach the knowledge and theory of financial market cannot satisfy the students' understanding of the rapidly developing

and changing financial market. In order to apply what they have learned; teachers must pay close attention to the development and changes of the financial market and master case material details. On one hand, it is conducive to stimulate students' learning enthusiasm, on other hand, it can make students aware the market development and facilitates the student employment development.

Teachers should firmly grasp that theoretical teaching which is the foundation and core. Case teaching is the role of assistance, and we must pay attention to the division of primary and secondary. The modern teaching advocates case teaching, which leads to the many case teaching in classroom teaching. Teachers need to pay attention to: first, whether the case teaching matches with the theory, whether it can simplify the obscure and difficult financial market theory, so as to facilitate students' understanding; second, to master the quantity and degree of case teaching is based on theoretical teaching. Case teaching should be tailored. After all, "financial market" is not an operational course of experimental training. It must explain the basic theory, concept, process and method clearly. Therefore, we should not over cite cases. We should choose and focus on it according to the needs of the content. At the same time, we should coordinate the allocation of case teaching and theoretical teaching practice in the main class arrangement, and do not have to use every chapter.

4.2.2. Diversified Teaching Model

In addition to case teaching model, we should also pay attention to innovative and diversify teaching model, such as primer of digital teaching platform, micro class, flipped classroom and other new teaching model. Students should not only master the theoretical knowledge, but also pay attention to the cultivation of practical ability in learning the financial market course. Therefore, we should create the course teaching content with the student as the center. Finally, we hope that students can grasp the theoretical knowledge and have the practical application ability. The specific performance is the combination of courses and certificates, which will lay a solid foundation for the students to obtain the securities professional qualification certificate. The application of diversified teaching model can enhance students' interest in learning, advocate students' learning enthusiasm in teaching, and guide students to learn independently and after class.

4.3. Suggestions for the Improvement of Practical Teaching

The training goal of Independent Colleges is to cultivate applied talents, so the Independent Colleges

attaches great importance to practical teaching. Practice teaching is a process to guide students to do their own work and apply the knowledge they have learned to practice, but it is not only limited to simulate financial business operation, but also includes other practical teaching links such as comprehensive problem analysis ability. It can not only cultivate students' practical ability, but also cultivate students' ability to analyze and solve problems. In view of the shortage of class hours in the actual course, we should highlight the experimental link in the course, that is, the demonstration method is used to show the relevant specific financial operations in the classroom. On the one hand, it is convenient for students to understand the theoretical knowledge, and at the same time, complete the teaching content within the given time. In addition, it is considered to add the analysis link of comprehensive ability in the course. As a part of the course assignment and course assessment, students can analyze the problems according to the actual market situation and form an analysis report, which is helpful to the cultivation and improvement of students' comprehensive understanding ability and comprehensive analysis ability.

4.4. Advance the Teacher Development

Teachers should take the lead in teaching reform. The improvement of teachers' ability is an important condition to promote teaching reform. In order to improve teachers' teaching ability, we regularly organize relevant training, invite experts to give special lectures, and encourage teachers to actively participate in various training and teaching competitions, so as to continuously broaden teachers' vision and improve their teaching ability.

4.5. Reform of Assessment Model

In the process of deepening the teaching reform, we cannot ignore the reform of curriculum assessment, otherwise it will affect the effect of curriculum teaching. Therefore, it is necessary to increase the process assessment, not only relying on the final examination. It is suggested that the evaluation system should be constructed to do the process assessment, that is, the examination of theoretical knowledge and the scoring of students' application. (as shown in Table 1)

Table 1. Reform of assessment model

No.	Assessment model	Weight ratio
1	Attendance	5%
2	Group discussions	15%
3	Case study	20%
4	Practical report	20%
5	Examination	40%
Total		100%

5. CONCLUSION

The main problems in the teaching reform of financial market lie in the fact that the teaching content largely overlap with other courses, lack of the characteristics. And the teaching content should be updated in time, otherwise it will easily lead to the disconnection between theory and practice; the teaching model is relatively traditional; the students' practical ability is not strong; the teachers' practical ability is relatively weak; and the course assessment mode is relatively single. To improve the curriculum reform, we should start from the following aspects: firstly, we should pay attention to the key content and updates teaching content, increase the characteristics of the course; secondly, we should reform the teaching model and adopt diversified teaching model to carry out teaching, so as to improve students' interest in learning and learning; thirdly, we should pay attention to the cultivation of teachers' ability and improve their practical ability; finally, we should improve the practice teaching methods and course assessment model. The teaching reform of financial market course cannot be stopped. Only by deepening the teaching reform can the teaching effect be improved.

AUTHORS' CONTRIBUTIONS

Yiwen Cui contributed to the conception of the study and wrote the manuscript;

Jifeng Cao contributed to manuscript preparation.

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