

Discussion on the Course Construction of "Financial Business Education" from the Perspective of Financial Literacy Cultivation

Zengjun Gu^{1,*} and Jingwen Ma²

¹School of Accountancy, Shandong Technology and Business University, Yantai Shandong, China, 264005

²Foreign language department, Shandong Technology and Business University, Yantai Shandong, China, 264005

*Corresponding author. Email: xssy163@163.com

ABSTRACT

In today's society, FQ (Financial Intelligence Quotient), along with IQ (Intelligence Quotient) and EQ (Emotional Quotient), has been called the necessary "three intelligence" for the survival and development of modern people. It has also become the knowledge and skills necessary for the compound talents. The optional course of Financial Intelligence Education for non-economic management majors in colleges and universities can not only improve the level of financial intelligence in colleges and universities, but also enhance the comprehensive quality of college students. It is of great significance for cultivating students' correct concept of consumption, wealth and values, too. This paper probes into the teaching objective, teaching content and the teaching method of structured topic discussion of "Financial Education" course. In the course of teaching, the content of teaching should be practical, and the teaching process should be student-oriented, closely related to life and the epochal theme, giving full play to the creativity of students.

Keywords: *Non-economic management majors, Financial intelligence education, Structured topic discussion.*

1. INTRODUCTION

Rich dad, Poor Dad put forward the concept of financial intelligence for the first time. Now financial intelligence is increasingly considered as one of the basic qualities with the same important status as EQ and IQ. At present, it is very necessary for college students to do a good job in financial intelligence education. Economic and management students who have received financial intelligence education in Chinese colleges and universities have benefited a lot, but there are few opportunities for non-economic and management students to receive financial intelligence education ^[1]. Therefore, it is necessary for colleges and universities to set up a general optional course of financial intelligence education for non-economic and management majors, systematically introduce the theoretical knowledge of wealth management, and at the same time closely link financial education with the practical life and ideological reality of college students, so as to improve students' financial literacy.

2. THE NECESSITY OF SETTING UP FINANCIAL EDUCATION COURSE IN COLLEGES AND UNIVERSITIES

Financial intelligence is a person's ability to know and control money, and financial intelligence education is to make people have the ability to acquire and manage wealth through education. From the perspective of educational research, financial intelligence education in colleges and universities should be included in the general education system as a part of quality education.

2.1. Financial Intelligence Education Is the Requirement to Promote the All-Round Development of College Students

The ultimate goal of talent training in higher education is to train the builders and successors of socialism with all-round development of morality, intelligence, physique, aesthetics and labor. Insisting on putting people first and promoting quality-oriented education are the main melody in China's educational

reform and development. In modern life, financial management ability has become a basic quality that everyone must have in today's society. As an important part of quality education, financial management is necessary to be included in the whole process of talent training for college students, so as to cultivate their sharp, rational, dialectical and innovative thinking ability, which is also conducive to improving other qualities of college students [2].

2.2. Financial Intelligence Education Is the Requirement of Cultivating College Students' Correct Consumption Concept

The all-round opening up of the economy and society makes various ideas and concepts of wealth present before us. At present, the concept of "excessive consumption" is very popular among students, but there are "imbalance" from different aspects and different degrees, such as blind consumption, jealous consumption, and conspicuous consumption. Some students are unrealistically keeping up with the joneses and blindly following the trend in terms of expenses. Facing all kinds of unhealthy consumption behaviour and social problems caused by college students, it is extremely urgent to make up for the lesson of financial education. The temptation that each person faces is infinite, and college students need to make judgment and choice in line with their own situation to form a correct consumption concept [3].

2.3. Financial Intelligence Education Is the Requirement of Cultivating College Students' Correct View of Wealth

In recent years, campus loans, job-hunting loans, beauty loans and other swindles in the "post-90s" college students continue without end, so that students suffer serious physical and mental harm. On the one hand, the reasons for this phenomenon are not only the weak state supervision, but also the weak ability of college students to distinguish the true from the false. On the other hand, college students' wrong and distorted view of money and wealth also leads to the dislocation of consumption concept and consumption behaviour [4]. Therefore, financial intelligence education should help students establish a correct view of money and wealth, and to a certain extent, avoid the lack of ideal and the confusion of value judgment caused by money worship.

2.4. Financial Intelligence Education Is the Requirement of Cultivating College Students' Correct Values

The formation and establishment of college students' moral values in the new era are not only influenced by the overall moral level of the society, but also impacted by various ideological values in the Internet environment. Financial education not only teaches students financial management knowledge and skills, but more importantly guides students to establish correct moral values, resist the impact of bad thoughts such as money worship hedonism and money orientation, and purify college students' thoughts. In the course of financial education, it can cultivate students' rational consumption view and positive entrepreneurial view, subtly guide students to establish a sense of responsibility and integrity, benefiting for their whole life.

3. "FINANCIAL INTELLIGENCE EDUCATION" CURRICULUM OBJECTIVES AND TEACHING CONTENT DESIGN

3.1. The Course Objective Design of Financial Intelligence Education

Generally speaking, the goal of general education is a macro and long-term goal, focusing on the cultivation of students' qualities and abilities, which can be divided into three dimensions: knowledge, ability and values. Therefore, we first establish the general goal of financial education is: through the teaching of the course, understand the fundamentals of economic and financial knowledge, cultivate students to establish the concept and psychology in financial investment meeting the requirements of the market economy, learn about the existing financial management tools and means, master certain financial management skills and ability, have the basic ability of rational consumption, scientific financial management, investment in the future work life [5].

3.2. The Teaching Content Design of Financial Intelligence Education

Financial intelligence is a person's ability to know money and control money, and it is an important standard to measure the survival ability of people as economic man in the economic society. Through the study of financial Intelligence Education, students majoring in non-economic management are equipped with correct concept of wealth, rich financial knowledge and skilled financial skills, so as to cultivate their correct concept of money and financial skills [6]. Therefore, the teaching content of Financial Intelligence Education is shown in Table 1.

Table 1. The teaching content design of Financial Intelligence Education

mode	content	Structured topic discussion questions
Financial knowledge cognition module	The meaning of money, the principle of double entry, the six elements of accounting, the time value of money, interest rate and compound interest	Question 1: Discussion on the phenomenon of needs Question 2: Reflect on the phenomenon of "extravagance and waste"
Financial management method module	Cost of capital, leverage, financial analysis of various indicators	Question 3: Reflecting on the phenomenon that "wealth lasts only three generations"
Financing management module	Financing channels, credit management	Question 4: How to understand "Cash is king"
Investment management module	Income, risk, securities value calculation, personal investment strategy	Question 5: How to understand "People gather wealth and disperse it"
Law and Regulation module	Accounting, legal, taxation, etc.	Question 6: The debate about whether earning money is more important than saving money Question 7: The discussion on whether the disadvantages of investment and financial management of college students outweigh the disadvantages
Practical Education module	Network virtual investment, simulation investment operation, simulation stock speculation contest, personal capital account management	Question 8: Are college students encouraged to use credit cards(huabei)

4. "FINANCIAL INTELLIGENCE EDUCATION" STRUCTURED TOPIC RESEARCH TEACHING METHOD DESIGN

Facing the "post-90s" college students who are keen, free and open, lively and active, "Financial Intelligence Education" not only adopts "dialogical teaching" and "extended teaching inquiry teaching", but also tries to adopt structured topic discussion teaching mode. Generally speaking, structured topic discussion is a learning method proposed according to the learning characteristics of adults, which is more suitable for solving the problem close to combination of theory and practice, and many courses in colleges and universities conform to this characteristic [7].

4.1. The Feasibility of Applying Structured Research Method in Financial Intelligence Education

In the traditional classroom, group discussion is a common teaching method for a specific problem. Although this method has a profound understanding of the problem and can give people enlightenment, it also has some disadvantages such as easy deviation from the topic, uneven speech time, individual group members playing the leading role, difficult to unify views and so on [8].

Structured topic discussion can make the discussion more concentrated, the theme of the discussion question more deeply, seminars rhythm more compact, speech time more equal, some countermeasures more comprehensive and problem analysis more practical, which is helpful to improve students' communication and coordination ability, innovation ability and the team

cooperation spirit. This is also consistent with related courses ability training goal. Therefore, considering that structured discussion is simple, easy to learn, low cost, easy to operate, and effective, it has considerable advantages, and can be introduced into the teaching classroom of colleges and universities. Therefore, in order to improve the teaching effect, the teaching process of Financial Intelligence Education should focus on the topics closely related to the reality of college students' lives and thoughts, and mainly adopt group discussions and reports, so that college students can receive financial education in a subtle way.

4.2. Preparation for the Application of Structured Research Method in Financial Intelligence Education

In addition to the traditional teaching AIDS and classroom preparation, the teaching of financial education based on the structured topic discussion method also needs to complete the following tasks : (1) according to the teaching plan, determine the discussion problems of each class, and divide each problem into several levels. According to the characteristics of this course, the problems can be divided into three levels, namely: the description of the status quo of the case enterprise, the goal to be achieved by the case enterprise and the solution path; (2) Divide students into groups according to certain rules, with 5-8 students in each group; (3) A clear timetable for the completion of each theme and the allocation of time for each stage; (4) Make clear the division of roles and responsibilities of each group of students (as shown in Table, and do a good job in staffing); (5) To determine the evaluation criteria, establish the evaluation mechanism for classroom effect, and constantly improve the structured topic discussion teaching method.

Table 2. Roles and responsibilities of the structured topic discussion

Roles(must or not)	Responsibilities
Group leader(must)	The leader and instructor of the whole seminar process is responsible for announcing
Research assistant,(optional)	Assist the group leader to arrange the seminar, prepare or receive the seminar
timekeepers(must)	Limit time for group members
recorder(must)	Record everyone's speech information, and organize the discussion results into written
reporter(must)	Report the research results of this group in limited time.

4.3. The Steps of Structured Research Method Applied in Financial Intelligence Education

As far as the characteristics of classroom teaching in colleges and universities are concerned, the teaching of Financial Intelligence Education based on structured topic discussion method can follow the following steps:

(1) Step one: announcement of the discussion topics and rules. On the one hand, teacher emphasizes the importance and necessity of full participation, and requires each group to give full play to the initiative and enthusiasm of all members, so as to achieve the effect of wisdom integration. On the other hand, teacher briefly explains the rules of discussion, and emphasizes to come straight to the point for the speaker.

(2) Step two: catalytic preheating. At this stage, the catalyst needs to help the group members get into the discussion state through various ways and means. The catalyst can mobilize the enthusiasm of the participants by introducing, clarifying the basic requirements of the discussion process and the objectives of each specific discussion link. It can also introduce some models, tools and techniques to prompt the group members to organize their thinking and analyze problems.

(3) Step three: the specific implementation of activities. In this stage, under the guidance of the catalyst (group leader), each team will complete the discussion around the theme within the specified time. Generally speaking, each topic in Table 2 can be analyzed from three aspects, such as the description of the current situation of the problem, the analysis of the pre-realized goal, and the exploration of countermeasures, to gradually focus on. The views of each student will also be recorded in detail by the recorder. In the process of team members' speech, the catalyst does not judge everyone's opinions, but ensures that every participant has the equal right to speak, and actively arouses everyone's enthusiasm for participation through brainstorming, fish bone spur diagram, six hats method and other related auxiliary tools and catalytic

skills. At the end of each topic discussion, all the group members can reach an agreement through voting, raising hands, collective assignment and other democratic voting methods. Then, the group rapporteur will report to the class on behalf of the group on the opinions or countermeasures that condensed the collective wisdom.

(4) Step four: representatives from each group are selected to report to the class, and teachers made on-site comments.

4.4. Evaluation of the effect of Structured Research Method Applied in Financial Intelligence Education

The teaching mode of structured topic discussion not only improves students' participation in class, but also stimulates students' interest in learning and widens their vision of professional knowledge. After discussion on several topics, the boring financial knowledge became a stage to gather collective wisdom and fully display their talents. Students also put forward many innovative solutions, which made them have a more thorough understanding of relevant financial knowledge and laid a solid foundation for the subsequent study of professional knowledge. The teaching mode of structured topic discussion has achieved good results in the course of financial education. According to the questionnaire analysis of the teaching effect of this course, whether students can fully recognize this new discussion method has yielded a lot, and students' learning enthusiasm and subjective initiative have also been significantly improved.

5. CONCLUSION

At present, many college students have a high degree of education, but lack the most basic knowledge of financial management, which not only violates the requirements of Marx on the all-round development of human beings, but also does not adapt to the current social and economic development of our country. In this context, it is of great practical significance for colleges and universities to carry out the course of "Financial intelligence Education" and integrate financial intelligence into the core values education of college students. It will correct the misunderstandings of current college students' consumption view and improve their financial awareness and skills. The financial education is a new course. In order to make up for the inadequacy of traditional teaching mode, we put forward teaching mode based on structured theme discussion, and through grope and summary, believe that with the accumulation of teaching experience, the teaching mode will further enhance the teaching effect, thus to promote the improvement of university money-making business literacy.

ACKNOWLEDGMENTS

Fund project: Education Reform Project of Shandong Institute of Business and Technology in 2020 (project number: 11688202083).

REFERENCES

- [1] Guoliang, Yangbo. Investigation and thinking on the current situation of financial quotient education level of science and Engineering College Students [J]. Education Teaching Forum, 2018(05):48-49.
- [2] Liuchen, Dengxianchun. On the importance of financial quotient education in university education [J].modern economic information, 2017(05):379-380.
- [3] Hubentian, Chenchen. Analysis on Influencing Factors of Online Loans for College Students -- Based on Micro Survey Data of 10 Colleges and Universities in Anhui Province [J]. Journal of Inner Mongolia Agricultural University (Social Science Edition), 2019, 21(05):58-64.
- [4] Wang Junzhu. Research and Suggestions on the Status Quo of Internet "Financial Intelligence" Education for College Students -- Based on the Questionnaire Analysis of Investment and Financial Management of College Students in a Higher Vocational College [J]. Modern Marketing (Business Edition), 2019(09):232-233.
- [5] Tan Chunlan. Thinking on the education of college students' financial and economic literacy [J].Times Finance, 2018(36):312-313.
- [6] Yang Juan. Discussion on the educational approaches and teaching contents of college financial generating intelligence [J]. Education Teaching Forum, 2019(52):166-167.
- [7] Zhao Wendi. Discussion on the application of group discussion mode in class [J].Education Modernization, 2017, 4(33):253-254+266.
- [8] Pan Nana. The Application Research of Structured Discussion in the Teaching of "Introduction" Course [J]. Heilongjiang Researches on Higher Education, 2019, 37(08):152-156.