

# *Research on the Application of "SPM" Mode on the Practical Teaching of Financial Management Major in College*

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**Abstract**—As a major that connects theories and practice closely, financial management major of higher education is supposed to take practical teaching as its main task. In this paper, the "SPM" mode proposed by American educational psychologist Jerome.S.Bruner, is applied to practical teaching of financial management major. The "SPM" mode construct the learning situation or mapping with three dimensions-sound, picture and motion. According to the three dimensions, financial management major can construct characteristic objectives and diversified environments, foster students' practical ability, establish practice base and situational evaluation mode of practical ability. Therefore, the "SPM" mode helps to construct an effective system of practical teaching, in all-directional and three-dimensional ways, for cultivating application-oriented talents of financial management.

**Keywords**—"SPM" mode; financial management major; practical teaching system; the constructive learning ability; situational evaluation

## I. INTRODUCTION

With the intensification of market competition, in enterprises, there is a sustaining increase in the demand for not only the number of talents of financial management, but also the ability of them. In addition to having professional dedication and cordial service attitude, talents of financial management needed by enterprises are supposed to know adequately about market disciplines and the system of enterprise operation and management. They are also required to be capable of dealing with kinds of conditions of the financial subject, such as financing, investing, fund using and income distribution, to realize the meticulous management of financial affairs. But, as for the enterprises, the working ability of fresh graduates are generally not satisfactory. The main reason is that, fresh graduates are inadequate in their social practical abilities, and are lack of the capacity of independent work to analyze and solve problems, so sometimes they are

stuck in a situation of "great ambition but little talent". For example, some of the graduates are lack of practical operation ability in spite of their high theoretical attainment; some of them are acquainted with the business process and accounting method but are short of financial ability, or their learning and creative abilities for new business are too inadequate to realize finance objective efficiently.

Therefore, it has a practical significance to think about how to cultivate talents of financial management for our enterprises and the society, who are application-oriented, armed with learning and practical ability, innovative and adaptive ability. While, the key segment to cultivate application-oriented talents of financial management is to construct a scientific practical teaching system of it [1]. The system should be able to integrate the theoretical knowledge of public finance, management, accounting and auditing with the financial environment, and cultivate students' practical ability of financial management. Put forward by American educational psychologist Jerome.S.Bruner, the "SPM" mode, which construct the learning situation or mapping with 3 dimensions-sound, picture and motion, helps to establish a scientific and effective practical teaching system of financial management major in college.

## II. THE CORE CONTENTS OF "TEACHING-LEARNING" IN "SPM" MODE

In Bruner's "SPM" mode, "sound" transfers information and emotion; "picture" reflects both real and virtual world; "motion" is a way to express emotions and explain objects with language and gestures. The core contents of "teaching-learning" in "SPM" mode are manifested in the following 5 aspects:

#### A. *The "3-D" Linkage of "Sound, Picture and Motion"*

The aim of the linkage is to create an emotional and vivid situation to help the students understand the knowledge, train their skills and develop their mind. The forming of the "3-D" linkage in the practical teaching of financial management major must rely on the interaction between teachers and students, the combination of theory and reality and the integration of resources from enterprises, market and colleges. Especially, the cooperation between colleges and enterprises facilitates the students to apply the knowledge of accounting, auditing, checking, paying taxes, which they learn in class, to the analysis and solution of practical problems. Then they will truly experience learning situation and mapping constructed by "sound, picture and motion".

#### B. *Establish a Student-oriented, Colorful Learning Environment*

"SPM" mode breaks the traditional, cramming information transmitting model, emphasizing the establishment of a student-oriented, colorful learning environment. So the practical teaching of financial management is supposed to be based on students' learning experience, life experience, operational ability, even personality and psychological characteristics, and provide various chances and terraces to practise [2]. Then their initiative can be fully mobilize, the enthusiasm aroused, finally the students can consummate their creative and practical talents. For example, if the students are wanted to be acquainted with "financial statement", the teacher can simulate a situation of filling in and submitting a financial statement, and invite the students to participate in the experience. It is also practicable to allow the students who are active in experiments to operate the software of filling in financial sheets in the laboratory, or to consult with enterprises to create opportunities for the students' field trips in the workplace.

#### C. *Cultivate Students' Constructive Learning Ability*

"SPM" mode advocate that the teacher create free, open chances and space; the students construct their cognitive structure autonomously, obtain the situational feelings, cultivate their interest in independent thinking and develop their understanding [3]. As a major connected closely with the market and reality, financial management major is supposed to practise the linkage of "sound, picture and motion" in aspects from curriculum design, analogue simulation to professional practice and integrated practical training [4]. And students should be provided more chance to construct their cognitive structure autonomously, to cultivate their understanding from variant views and horizons so that they can analyze problems in diverse ways and solve them creatively with various tools.

#### D. *Learn Based on Real Situations and Tasks*

"SPM" mode focuses on constructing real situations and states, which allow the learner to be connected with practical conditions, experience real social practice by means of the most authentic cognition and behavior. For instance, the simulation experiments in the system of practical teaching of financial management major can take charge of the task which aims at the construction of real financial situation for the

students. In addition, professional practice and graduation field work release the students from the laboratory to enterprises, where they observe the financial working procedure and learn financial skills from the professionals [5]. All of this helps the students developing practical experience, learning how to apply the theories to practice, and strengthening adaptability to the reality.

#### E. *The Situational Evaluation to the Students*

The most traditional evaluation to learners is examination. The traditional evaluation criterion is that the teacher grades them according to the formulaic answer, which results in the cultivation of "repeaters" who are expert in the storage of theoretical knowledge. But what the market needs is creative talents. In "SPM" mode it is held that, since the cultivation of learning abilities means the construction of three dimensional situation of "sound, picture and motion", the evaluation of learning abilities should obey the same rule and focus on the situational evaluation which is based on sound, picture and motion. It is not advisable to evaluate the learner just according to the marks or grades; former examinations can be changed into appraisalment. For instance, the teacher assesses students' ability of thinking about and solving problems through a specific task (such as a general training or a scene simulation). And that the teacher is not a supervisor, but a spectator who observes students how to think and operate in a certain situation, finally release a fair comment.

To sum up, "SPM" is a mode which proposes to construct the learner's cognitive structures and ability of autonomous study from the three dimensional situation of "sound, picture and motion" and which is beneficial to the construction and improvement of the practical teaching system of college financial management major.

### III. THE CONSTRUCTION OF PRACTICAL TEACHING SYSTEM OF FINANCIAL MANAGEMENT MAJOR ON THE BASIS OF "SPM" MODE

In the light of "SPM" mode, to construct a learning situation and mapping which are connected closely with the reality of enterprises and the market for students, financial management major of colleges can start with the following aspects:

#### A. *To Set Characteristic Objectives of Practical Teaching of Financial Management Major on the Basis of "Sound, Picture and Motion"*

Objectives of practical teaching of financial management major can't become a mere formality. On the one hand, it should indicate the directions and development tendency of the setting of practical teaching system of colleges; on the other hand, it should highlight the characteristics and advantages of financial management major. Seeing that financial management major is closely connected with both the domestic and international market conditions and enterprises' financial status, the objectives of the practical teaching of financial management major should be in accordance with the enterprises' requirement to the knowledge structure of financial management talents, and help to

construct omni-directional learning situations and mappings which are based on the 3 dimensions of "sound, picture and motion", to cultivate application-oriented talents who are equipped with both speculative knowledge, professional skills of financial management, and spirits of autonomy and innovation [6].

#### *B. To Construct a Colorful Environment of Practical Teaching for Cultivating Application-oriented Talents*

In order to cultivate the students' constructive learning ability, college should set diversified teaching methods and measures.

##### *1) To design experiment segment in professional courses*

The financial management major' core courses, such as Financial Management, Cost Accounting, Cases Analysis of Financial Management, Asset Evaluation, The Application of Computer in Finance and Accounting, Investments, Money and Capital Market, are supposed to set and add experiment segments. These segments can arouse students' learning enthusiasm, improve their operational ability and help to construct their cognition structure autonomously. For example, in Cases Analysis of Financial Management course, the teacher can choose an enterprise as an example and let the students simulate financial analysis by themselves in the ways of collecting, integrating, analysing the enterprise' financial data; in Cost Accounting course, teacher can design Virtual management scene and role for the students to learn the knowledge about accounting voucher, accounting books and accounting business process with three dimensional situation of "sound, picture and motion". In addition, in The Application of Computer in Finance and Accounting course, teacher can create opportunities for students to operate software in the laboratory and learn the strategies and skills of investing and financing.

##### *2) To establish experiment courses with professional characteristics*

Besides adding practical teaching segments in some professional courses, there are also some characteristic courses of financial management major, which can be established in the form of experiment during the whole teaching process, such as Financial Consulting, Internal Control, Corporate Finance and so on. These courses are aimed at creating a virtual and professional simulation platform for the students. In this way, students can apply the theories learned on the book to practice, especially in Financial Consulting course which is characterized by its antagonism and can arouse students' competitive consciousness and their passion for study.

##### *3) To set simulation training course*

Accounting Simulated training, Manual Accounting Experiment are practical courses for sophomores and juniors of financial management major. In these practical courses, teachers mainly play the role of helper whose task is to assist students. Theoretical knowledge is not the main body to be taught. The whole studying process is in a state of opening. Students think independently, proposing research programs and methods by themselves.

##### *4) To design the graduation thesis*

The graduation thesis is designed as a segment of assessment for seniors of financial management major, which mainly examines students' abilities of comprehensive application of knowledge and to integrate the theories with practice. The process of writing the graduation thesis covers a whole senior year, and the graduation thesis is a total examination of the four-year's study. To finish graduation thesis writing, it is not enough for students to grasp the basic theoretical knowledge. They need to know some hot topics and focuses about financial management. Besides, students are expected to pay more attention to some advanced foreign conceptions of financial management. Writing graduation thesis is a process that students experience "sound, picture and motion" in all-direction.

##### *5) To operate financial decision-making competitions and scientific and technological innovation activities in campus*

With enterprises and the society paying more attention to innovative practice ability of students, more and more financial decision-making competitions, investing and financing competitions are walking into the campus. So the students of financial management major are given the opportunities to apply the knowledge to the solution of practical problems, and finally achieve the competence. Meanwhile, colleges in China have established a system of scientific and technological innovation competitions, with the "Challenge Cup" acting as the leading role. Each student can be involved in the subject research or the innovation project they are interested in. It is the most vivid practical course.

#### *C. To Change Teachers' Thoughts and Pay More Attention to the Students' Constructive Learning Ability*

Practical teaching should be transformed in the direction of cultivating students' constructive learning ability. Firstly, teachers are supposed to change the concept of emphasizing theory and neglecting practice. Nowadays, many teachers in colleges are lack of practical experience and have devoted themselves to theoretical researches for a long time, which leads to a result that teachers in colleges are expert in teaching theoretical knowledge, however, their practical courses are deviated from practice. With colleges paying more attention to practical teaching, these teachers mentioned above should change their conception to meet the demand of the market, and take cultivating students' practical ability as their responsibility. It is a key step to cultivate students' constructive learning ability.

Secondly, teachers are supposed to create more opportunities for students to learn independently and leave space for students to experience and think, such as classroom discussion, role - play, scenario simulation, simulation experiments and so on. They are the necessary steps to cultivate students' constructive learning ability.

Thirdly, teachers should attempt to raise their level of practical teaching. If professional teachers enter corporate to do the part time jobs, as an accountant, asset valuator, market adviser or investment adviser, they can take first-hand data and information about the market into practical teaching. It has a significant effect for the teachers on instructing students to

practice and simulate the real financial situation. It is a promoting step to cultivate students' constructive learning ability.

#### *D. To Construct Practical Teaching Base and Make Students Learn on Real Situations and Tasks*

Colleges should construct practical teaching bases inside and outside the campus, which allow students to learn in the real situations and to complete projects and tasks.

##### *1) Practical teaching bases in the university*

The financial management major can fully cooperate with college financial department, logistic group and student's associations in campus to construct real practice base for students. For instance, they can create conditions for students to work as accountants, cashiers in the financial department of the university or in the logistics group. It's also feasible to cooperate with student's associations to build accounting societies, college students' personal financial studios, financial-advisory firm and so on.

##### *2) Practical teaching bases outside university*

Colleges and relevant departments can consult with enterprises, banks and stock exchanges to create opportunities for students to practice, which can help students to learn more about enterprises, market, capital, accountants and lay a foundation for them to do scientific researches or write papers. Students can take the experience and problems they meet in the financial practices as their scientific research project and technological innovation project, the directions of graduation thesis research, and also the complement of class.

At the same time, it also can be accomplished by students themselves to contract organizations themselves. In the three dimensional situation of "sound, picture and motion", students can develop diligent work style and serious working attitude, learn regulation of the financial management, master the skill of accounting expertly, and improve the ability of financial analysis and management, which is the best opportunity and terrace for students to construct their cognitive structure autonomously.

#### *E. To Establish Situational Evaluation Mode of Practical Ability*

The main form of evaluating the practice teaching object of financial management major is to check and evaluate rather than examination and grades. First, the evaluation stresses ability. The situational evaluation is mainly evaluate the students' constructive learning ability include work style, study attitude, the comprehension and applying knowledge ability in the practice, experiment, training, scientific research. Secondly, the evaluation stresses process. The key point of situational evaluation is not to evaluate the result. The teachers need to show his affirmation and recognition for students' merit and contributions. On the other hand, if the students have shortcomings and failures, the teacher should guide students to think autonomously, make them find problems to correct deviations and achieve desired objectives on their own. In general, it's a process-oriented evaluation way which can strengthen students' learning ability of self-examination, self-

reflection and self-encourage in the three dimension situation of "sound, picture and motion".

## IV. CONCLUSIONS

Bruner's "SPM" mode, applied in the practical teaching of financial management major, is aimed at cultivating application-oriented talents with three dimensional situation of "sound, picture and motion". According to the 3 dimensions, financial management major can construct characteristic objectives and diversified environments, foster students' practical ability, establish practice base and situational evaluation mode of practical ability. However, there are still some problems in the process of application. For example, the quantity of practical courses is insufficient, which lead to the result that some practice links can't be implemented; the changing of the teaching mode demands a high level of teacher's practice abilities which cannot be achieved overnight; the mode depends heavily on the practice bases outside university which are not very stable; situational evaluation lacks of uniform and standard evaluation index, teachers' evaluation to students' learning ability only depends on their experience and the course features. In brief, it needs time and practice to inspect and improve the practical teaching system of financial management major in college based on the "SPM" mode.

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