

Exploration of Method to Train Students' Operation Ability in Financial Management Teaching

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Abstract. Traditional passive teaching method cannot meet the demand of applied talents in the new period. It is thus especially important to continuously change teaching method and place key teaching points on practical ability training. This paper will mainly analyze in detail the method to train students' practical operation ability in financial management teaching so as to show the importance of training students' practical ability on future study and growth.

Introduction

Financial management is a very important discipline in finance major and also core discipline. More importantly, it plays a foundation and backbone role in other financial disciplines. Meanwhile, it also occupies a very important position in business management disciplines. Meanwhile, financial management has strong applicability. It requires students to own very strong practical ability and problem-analyzing ability. But, in practical teaching, course setting is complex, and there are many various models, formulas and tables. Students will be limited by class hours. In such case, professional teachers will adopt "cramming" teaching mode, and link theoretical knowledge through detailed explanation of textbook contents. Students will take notes, list formulas and regard teaching materials as the center. Students' capability of independent innovation, analysis ability, independent learning and thinking ability are neglected. Teachers pay no attention to training independent problem solving ability so that students are in the tension state anytime and their learning efficiency is very low. In view of such condition, it is very important to enhance students' practical operation ability.

Purpose of financial management teaching

For financial management teaching, relevant teaching research units point out in a report that, "educational development must be closely combined with social economy, science, technology and culture to drive economic and social development while developing teaching". Based on this theory, higher education must adapt social development trend, and technological development is also an inevitable result of application-oriented university in social development. It is an inevitable trend to conform to development of higher education. In terms of training applied talents, undergraduate education needs to use professional knowledge and social practice ability to serve the society, and practical ability training needs to be shown in professional course setting of higher education.

The objective of talent training is to meet social demand for talents based on complying with talent training standard of higher education. The final aim of financial management is to train talents who own strong financial management ability and professional financial ability and can be qualified for the work of financial departments ad banks^[1]. According to the demand of Chinese enterprises, institutions and banks for financial personnel in recent years, the demand of the units at each level for the talents with strong operation ability increases, and they have great demand for the talents who can independently solve financial problems. To adapt social demand for financial talents to the largest extent, it is necessary to reform talent training mode of universities and achieve teaching objective.

Teaching status of financial management course

financial management teaching content deviates from practical development of financial management

Seeing from course setting of university financial management, teaching programme and management teaching materials, most teaching contents are based on capital market, and regard fully solving investment, financing and equity problems of capital market as key teaching point. In terms of problem selection, decision problem should be analyzed to achieve profit and value maximization and reflect benefit and cost differences. Even if such content arrangement and course objective own certain system relevance and integrity, many problems still exist.

1). Financial management needs to solve poor adaptation of non-listed companies. Non-listed companies occupy a large proportion in China, and many decision problems need to be solved.

2). When financial problems of these companies are solved, decision making should be regarded as the core all the time, and value standard should be deemed as an important index of decision-making judgment. Non-value social responsibility is neglected, but the objective of non-value social responsibility is indispensable for enterprises. Thus, serious shortcomings exist in solving corporate financial problem. This is the current situation which needs to be specified in teaching.

3). Decision criteria standard pays much attention to shareholder value, but neglects social value or social cost, such as increasingly serious cost pollution. In actual life, external factors of these companies will generate important influence on company decision making and must be considered in decision making^[2].

4). Mathematic model construction can describe and analyze most financial problems. But it just considers company culture, system and awareness, and still has shortcomings in solving concrete problems. In addition, most teaching materials used currently are western theories. Western countries have differences with China in culture, system and educational level. Thus, financial management teaching deviates from China's actual situation of Chinese social development. Meanwhile, this is the major reason why most financial management talents have excellent academic performance, but do not perform well in actual work.

Improper use of teaching methods hinders training of students' practical ability

Traditional lecturing teaching and passive listening tightly grasp knowledge on teaching materials and pay no attention to cultivating students' learning interest. They consider understanding most knowledge in teaching may gain good academic results. Such strong exam-oriented education concept will greatly hinder cultivation of practical ability. Some existing financial management teaching methods can adjust and improve. For example, students' learning interest is motivated by use of situational teaching method and case teaching method, and advanced teaching software is used. All these can stimulate students' learning interest. But, in the face of increasingly dull knowledge, these methods cannot play a fundamental role. The key point is to construct a teaching method oriented to comprehensive application ability^[3].

Students' active learning, problem analysis and solving abilities are insufficient

Orientation is very significant in learning process and can influence students' learning behaviors. For example, university teachers often think highly of students' academic performance, classify them and adopt different assessment methods to comprehensively evaluate students according to their examination results. Examination will make students deepen understanding and memory of theoretical knowledge and formulas, boost their level to answer questions and deepen understanding of questions. After-class assignments can consolidate the knowledge learned. Exercises can help students improve academic results, but efface students' enthusiasm. Their independent learning ability cannot be trained^[4]. Considering most students gain knowledge from teaching materials, they will consult teaching materials rather than solving problems by themselves once students encounter problems. Thus, the ability of independent problem solving cannot be trained.

Financial management teaching method reform based on practical ability training

In the latest economic education background, financial management teaching must make active reform, continuously adjust and enhance existing teaching methods in the face of the above problems so as to train students' practical ability and innovation ability.

Heuristic teaching method

Enlightenment teaching method makes students learn, think and solve problems according to the mode of hierarchical guidance and step-by-step guidance with the help of teachers' guidance and enlightenment. Heuristic teaching can change the teaching method of "cramming and taking class notes" to students' active participation so that the classroom teaching becomes the process of students' active reception of knowledge. In heuristic teaching, teachers can turn into learning guide from previous instructors and guide students to learn in proper time. In this way, students can gradually get rid of dependence on teachers and teaching materials, and boost their language expression ability. Under such teaching method, students really become the masters of classroom learning, actively participate in teaching discussion, expand their thinking, widen their view and enhance learning initiative and the enthusiasm of active participation in learning.

For example, during explaining calculation of time value of money, after introducing the fundamental learning method, the teacher may utilize heuristic learning method to discuss and analyze "individual deposit" or loan mortgage in actual life so as to correctly choose payment mode. During teaching cost behavior theory and lever principle, some problems may be proposed for students to discuss, such as how the taxi can make more money. Students can fully expand their thinking and ideas, improve their love for life and enhance their interest in thinking financial problems. Students can more deeply understand relevant theories and application under heuristic education. In this process, students will have more courage to handle problems in actual work and life, motivate their learning interest and enhance their practical ability.

Case teaching method

Case teaching method appeared in America in the 20th century. It can combine theory and practice and pays attention to training students' application ability. Such case teaching method can focus on teaching objectives, blend specific situations in case teaching, deem teaching objective as the core, and create a realer situation for students to analyze and think. Independent research and discussion can enhance students' problem analyzing and solving ability. At present, many universities in China start to use case teaching method, but many obsolete contents still exist in case teaching method, and the representativeness is poor.

Situational teaching method

Situational teaching method makes the situation in textbook reappear by use of suitable teaching means so that students can better blend in the situation, like being in a specific situation. Thus, teaching activities are more flexible. The application of situational teaching method in financial management teaching can change disperse situation so that students can show different roles in real enterprise situation, really participate in investment, financing and capital operation and master the most real financial operation. In fact, situational teaching method combines theory and practice, can reflect teacher-student cooperation effect, enhance interactivity, make students have the feeling of being personally on the scene and train students' team-work ability^[5]. Teachers can simulate the class to be a business institution, set up the board of directors, management layer, financial department and production department during applying situational teaching method. Teachers separate students according to organizational institution and act different department roles to carry out real simulation training. For instance, during teaching financing decision making, students in financial department are required to first formulate a financing proposal. The contents in the proposal should contain financing purpose, financing principles, financing prediction and financing approach etc. Then, the students acting the board of directors examine and evaluate the financing proposal and draft the

solution to feasibility problem. Finally, the management layer formulates the final financing scheme according to financing scheme of financial department.

Virtual reality method

Virtual reality method simulates a real teaching method in allusion to a specific problem with the help of computer technology. Under traditional teaching means, in view of large financial management amount and complex handling process, teaching will be restricted by time and place. Teachers usually only teach basic principles and seldom explain complete examples. For instance, comprehensive budget preparation, stock investment, decision-making analysis and enterprise value analysis cannot depend on real data. Moreover, under commuter network simulation space, students can find out the realest data, information and environmental information with the help of internet, construct complete analysis model with computer and complete learning under simulated state. In this way, students' practical ability is also trained. Students can finish learning tasks assigned by the teacher under virtual operation state, master how to operate and acquire the latest work experience. Students' thinking ability, innovation ability and problem analysis ability are enhanced. Besides, their learning competitiveness also improves. For example, during teaching dividend distribution policy to students, teachers may list some optimized dividend distribution schemes of some listed companies with the help of network platform, and students can combine the knowledge learned (such as cash flow and performance assessment indexes) to analyze dividend distribution effect. Such case combination method can make students enhance their learning interest and more firmly grasp theoretical knowledge. Students acquire the ability to analyze and solve problems through digestion. In addition, university-enterprise cooperation is a very significant teaching means. If university-enterprise cooperation relationship is established, students may be organized to participate in practical training at regular intervals, accumulate more practical experience in the learning base and lay a solid foundation for their future work.

Conclusions

This paper mainly discusses the purpose of financial management teaching to train students' practical operation ability and proposes several specific teaching methods to train students' operation ability. It thus can be seen that only when teaching means are continuously changed in financial management course teaching can previous teaching shortcomings be changed. Meanwhile, students' practical operation ability can be enhanced.

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