

On Application of Project Teaching Method in Financial Management Course

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Abstract. Financial management course has very strong applicability, so it is required to combine theory teaching and practice teaching in this course. It is found from the research on financial management course that it is very necessary to implement practice teaching. Thus, project teaching method should be actively introduced. Learners as the subject should participate in the course, skillfully link theory and practice so as to minimize financial management teaching effect. This paper sets forth basic features of project teaching method, analyzes the necessity of introducing project teaching method in financial management course, discusses the application of project teaching method in financial management course and gains the main effects of applying project teaching method in financial management course.

Introduction

Project teaching method mainly refers to various teaching activities implemented by students and teachers through carrying out a complete project. In the teaching process, learners discuss in group, cooperate with each other in study and learn independently. Thus, learners' learning process is actually the exploration process. Project teaching method completely depends on the work task, actively organizes classroom teaching and regards learners as the subject to implement teaching activity. Besides, diversified countermeasures are applied to show teaching effect. In classroom teaching, teachers will ask students to independently complete relevant tasks through project mode. The whole process is accomplished by students, while teachers can only provide consultation and guidance. After project teaching method is applied, students can deeply know the specific requirements of project teaching, the key and difficult points.

Basic features of project teaching method

Firstly, students take part in the whole teaching process and improve their learning enthusiasm. To introduce project teaching method, learners should collect relevant information, formulate implementation plan, choose rational scheme, specify the learning objective, feed back relevant information and carry out result evaluation. They should actively participate in each link. In this way, they can not just know the whole situation, but also master details of each link. Based on this method, students can practically change previous passive learning and acceptance of assessment. Through the participation, learners' curiosity and thirst for knowledge can be motivated. Meanwhile, under teachers' active encouragement and students' cooperation, students can gain success finally.

Secondly, the specific problem is solved through group cooperation, which intensifies learners' teamwork spirit. The introduction of project teaching method can make students feel the situation of practice work under simulated situation. Learners jointly participate in solving problems and discussion, and undertake various roles. In mutual cooperation, learners can solve practical problems. The process of problem solving is not the process of knowledge learning, but also the process of experience acquisition. Meanwhile, their teamwork spirit can be cultivated.

Thirdly, project teaching method practically alter teachers' teaching mode and promotes learners' independent working ability. Teachers may gradually fade out of the roles in classroom teaching, transform to guidance from teaching, changes implementation to supervision and become the project appraisers. During implementation of project teaching method, students are the protagonists and take active part in each teaching link. After repeated training, they will gradually form protagonist analysis

and problem solving ability. This does not mean teachers' role is weakened, but improves the requirements for teachers. Teachers' scope of knowledge should be broader. Meanwhile, they should own very strong organization and coordination ability, flexibility and leadership for specific projects. Only in this way, project teaching method can achieve success.

Necessity of introducing project teaching method in financial management course

Firstly, it is an inevitable requirement of implementing financial management course reform. As financial management course reform continuously deepens, cultivation and improvement of learners' practical post ability has developed to the important content of educational reform, while financial management course teaching objective is to let students more profoundly feel views of financial management by teaching, comprehensively apply financial management method and overall implement financial decision-making for various problems which occur in actual financial activities. The introduction of project teaching method in financial management teaching can practically mobilize and stimulate learners' enthusiasm, intensify their operational ability and professional skills and boost the ability to solve specific problems with the knowledge learned.

Secondly, it is an inevitable requirement of improving learners' comprehensive quality. Project teaching method is based on students' independent inquiry, which is a method of active learning and acceptance of new knowledge. Teachers should assign the problems to each student through the form of project, require them to complete relevant projects through individual or group assistance. In specific project implementation process, students may independently gather relevant information, design work program, implement specific projects, practically change traditional teaching mode, and really blend learning in actual tasks. Besides, students are required to more independently practice to achieve knowledge construction, improve self-observation, self-study, analysis, management, flexibility and teamwork ability in practice and implement various tasks well.

Thirdly, it better meets the demand of modern enterprises for high-quality talents. Current enterprises increasingly consider applicants' work experience and practical ability in employee recruitment. Project teaching method implements teaching in accordance with working process systematization, ranging from gathering relevant information, formulating work plan, arranging planning scheme, implementing the specific project to evaluating the result. In the whole process, learners practice, experience and participate. In this way, learners can accumulate corresponding work experience, cultivate their analysis and problem solving ability in real work environment and better adapt future work.

Application of project teaching method in financial management course

Project teaching design method

Project teaching method focuses on a project to complete the whole teaching process according to project completion situation. Thus, design of the most rational teaching project has become the priority among priorities in project teaching. The work in current stage should be mainly completed by teachers. Teachers' course preparation is one of very important constituent parts. Teachers should overall consider the following three factors in project selection process. Firstly, the project must own operability. In other words, relevant theoretical knowledge and practical ability must be combined, and theoretical knowledge should be combined in the project as far as possible. After students finish the project, they can not merely learn relevant basic knowledge and know specific job contents, but also master various working skills. Secondly, the difficulty of project teaching should be reasonable. When the project is specified, not just should teachers' personal ability be considered, but also the project should be implemented according to learners' actual ability. A reasonable project should be grasped by teachers, and learners are willing to complete it. Thirdly, every large project should be divided into several sub-projects. These sub-projects should have specific objective and be easily operated.

Project teaching preparation method

The work in this stage is assigned by teachers in advance. Teachers are required to carefully prepare for specific work required by project teaching method implementation before the class. In the opinion of the author, the main content covers grouping students rationally, previewing teaching content, preparing relevant professional financial knowledge, knowing well financial management case materials and implementing survey and organization needed by completion of the project.

Project teaching implementation method

This stage involves formal classroom teaching. Learners in each group apply self-study and cooperation with the group members to decompose the specific tasks under teachers' elaborate guidance and finally overall implement the whole project. The work in this stage includes decomposition and assignment of project tasks, learners' completion of corresponding tasks, and teachers' summary of teaching content. The first step is to decompose and assign the tasks. Teachers should overall and specifically explain the project and decomposed tasks so that students can understand the project and decomposed tasks in a more comprehensive and accurate way. Meanwhile, teachers should propose the specific objectives which should be reached in project execution process. The second step is to guide students to accomplish corresponding tasks. In this step, learning group serves as the basic unit, and the decomposed tasks are completed through students' self-study, mutual discussion and cooperation. Besides, students should make statements in the class. Teachers should more actively encourage students to explore, while learners should clearly know their role orientation, think, analyze and make decision as well as give play to their huge potential. Of course, learners may exchange with each other to make progress together. In this process, learners should actively correct the mistakes and complete the tasks through joint research. The third step is to summarize the key points. After learners finish the tasks, teachers should extract and conclude all kinds of principles, methods and formulas so that learners can more clearly know the thought of solving corresponding problems. At the same time, for all kinds of universal problems which have been found, teachers should give corresponding explanation, urge them to further improve and ultimately complete project teaching tasks.

Project teaching evaluation method

After project teaching task is completed, teachers should give each group evaluation. The key points and difficult points in project teaching method are the learning process rather than the specific results of the project. Thus, project teaching evaluation method should not be same with traditional evaluation method, but should innovate. After learners accomplish a project, numerous contents are naturally covered, such as information gathering, formulation of specific scheme, self-study, discussion, cooperation and final result display. In view of this, teachers should design corresponding evaluation standard in line with specific teaching task, and overall evaluate students' practice.

Main effect of application of project teaching method in financial management course

Firstly, it practically mobilizes learners' subjective initiative. Financial management course is one of professional courses that learners consider difficult. Many students have to dig into the course in order to cope with the examination. After project teaching method is introduced, learners lay particular emphasis on specific process rather than pure examination through completing corresponding project. In this way, the final result of project tasks is no longer the determinant of evaluation, and the key point lies in the process, practical skills learned in the process and specific problems solved with the knowledge learned in the process. This teaching means can well boost learners' subjective initiative and let financial management course study no longer become the heavy burden.

Secondly, it practically improves teachers' teaching ability. After project teaching method is introduced, teachers should overall design the course, involving project selection and task arrangement. Besides, teachers should guide and evaluate learners' work. To accomplish the teaching task, traditional teaching mode should be altered. Through completing the project in person, teachers' teaching ability can practically improve.

Thirdly, it practically learners' post adaptation ability after their graduation. After project teaching method is introduced, students can learn in the real project, no longer first learn and then apply the knowledge, but learn while applying the knowledge. In this way, students can construct more complete financial management knowledge during finishing each task. After they take actual posts, once they encounter financial fund raising, use and distribution, they can fast adapt the new post and achieve zero distance connection between graduation and employment.

Conclusion

In conclusion, the introduction of project teaching method in financial management course overall considers learners' subject role in learning process. The four steps of project teaching method form an organic whole so that learners can more actively explore the knowledge of totality, intensify combination of theory and practice and fast adapt financial management work after they work. Therefore, project teaching method is an emerging teaching method which tallies with classroom teaching. So, this method deserves application.

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