

Teaching Reform of Financial Management Course Based on General Entrepreneurship Education

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Keywords: Entrepreneurship Education, General Education, financial management

Abstract. Along with the development of entrepreneurship education in Colleges and universities, the course of financial management will gradually become the university entrepreneurship education set up general education curriculum, the teaching aim is the popularization of basic financial theory and method, to meet the needs of students of entrepreneurship financial management knowledge. The course of financial management has the characteristics of both theory and practice, in the teaching process, according to the actual needs of entrepreneurship education, teaching content and teaching methods of financial management of curriculum reform, the curriculum teaching to improve the student innovation ability and creative ability and comprehensive quality to meet the needs of entrepreneurship education.

Introduction

Financial management refers to a series of activities to organize financial activities and deal with financial relations under the guidance of certain objectives. The financial management plays an important role in the enterprise management, therefore, the traditional financial management course is a core course for accounting major, is the main course of the major of economics and management, in the teaching process emphasizes both theory and practice. However, the traditional financial management course some drawbacks also exist in the process of teaching, on the concept of many courses are based on the standardized corporate governance structure, financial activities are based on the flow of funds of listed companies, the practice teaching effect is just passable. Based on the above situation, the author has been on financial management course put forward the teaching reform of non-listed company funds transfer based on law, has made some achievements in reform, at the same time, the reform ideas and direction to the new demands of innovation and entrepreneurship education put forward to the teaching of financial management course agree without prior without previous consultation.

Under the background of entrepreneurship education financial management curriculum

Entrepreneurship education has changed the traditional financial management curriculum. In recent years, the number of college graduates with a new high, for "the hardest job in the history, in order to alleviate the employment pressure of the students, the national implementation of the" entrepreneurship "strategy, encourage students through entrepreneurship to realize their own social value. Students in the entrepreneurial process, from the enterprise to create, to the daily operation and management of enterprises, to large financing investment decision, and profit distribution, each link cannot do without the support of financial management knowledge, at the same time, enterprise tax planning, insurance management, customer relationship management, employee salary management are closely linked, and financial therefore in the business management knowledge, education background, the course of financial management has changed from the traditional economic management professional exclusive course, gradually evolved into all major, all students need to learn the common course of general education. The teaching of financial management course of entrepreneurship education started within the school based, can help students to establish a correct concept of financial management, financial decision-making ability of students, make

students have entrepreneurs should have the rational use of funds and management of core competence. Thus, the knowledge of financial management is no longer only related to the management of professional students, which contains the financial management knowledge and management skills has gradually become one of the basic content of people's survival and development must be mastered.

The reform of financial management course teaching based on Entrepreneurship Education

Adjusting teaching content based on Entrepreneurship Education. The teaching of financial management course of the main line basis for the flow of funds of enterprises, in the entrepreneurship education under the background of venture capital should be the process of business transfer as the teaching of financial management course of the main line, to supplement the teaching content, the teaching contents in the existing theory, cannot be too strong and entrepreneurial practice content delete as appropriate. The arrangement of the teaching content can be focused on the following aspects:

Financing management. Financing management as the starting point of financial management activities, but also is the starting point of entrepreneurial activities. In the teaching process, should be in the financing management of knowledge on the basis of the original, to enable students to understand and grasp the enterprise how to effectively forecast capital demand quantity, how to develop the use of program funds, how to co-ordinate the fund source and destination, how to determine the investor's rights and obligations, and how to avoid the debt crisis.

Risk decision making. Risk management is the core content of financial management work. In the teaching content of risk management, based on entrepreneurship education, to enable students to understand and grasp the venture between the possible sources of risk measure, risk and return relationship, the risk control measures and risk remedial measures. At the same time, the teaching process in the project investment analysis, daily operation, profit distribution and other content, to the content of risk management throughout, to enable students to fully understand the various types of decision may bring the decision risk, and grasp the guard way.

Financial analysis and financial forecast. In the context of entrepreneurship education, the focus of the report analysis is to enable students to fully control the financial situation of enterprises from the perspective of business owners. Make the students through the analysis of the study report, to understand the distribution and quality need to consider the enterprise's capital structure, debt ratio, liquidity, equity, assets all kinds of entrepreneurs or entrepreneurial process, and between the enterprise and the stakeholders financial relations etc.. At the same time, in the background of entrepreneurship education, students should know how to according to the market forecast and financial arrangements to prepare for the next 3-5 years the balance sheet, income statement and cash flow statement, reasonable prediction of enterprise development in each stage of the capital demand, and to predict and source and constitutes of funding arrangements, grasp the future income, profits and capital the flow rate of return and other important information.

Distribution of benefits. For the business enterprise, the key is to determine the distribution of benefits retained and distribution proportion in the teaching process, to the characteristics of entrepreneurial enterprises and based on the actual situation, comprehensive consideration of the enterprise shareholder wishes, investment needs, laws and regulations, tax planning and other factors, making reasonable distribution plan.

Entrepreneurship and social responsibility. Entrepreneurship and social responsibility is the ultimate goal of entrepreneurship education. In the teaching process of financial management based on entrepreneurship education, we should strengthen the cultivation of students' sense of social responsibility in the teaching process. For example, when the values of financial management teaching, guide students in the entrepreneurial process not only pay attention to the market value of the enterprise, we should pay more attention to the social value of the enterprise, focus on corporate social responsibility; in the teaching of tax planning and profit distribution related knowledge, to guide students to comply with the relevant laws and regulations, and pay attention to enterprise contribution to the society; in teaching various types of financial relations, to guide the students to

the course of financial management and other management courses combined with the cultivation of comprehensive ability and students' sense of social responsibility of entrepreneurs.

In short, the adjustment of teaching content is an important condition to achieve the teaching effect of financial management course.

Practice teaching based on Entrepreneurship Education. Further perfect case teaching. Case teaching, as a bridge between theory and practice, has been an important means in the teaching of financial management. First of all, entrepreneurship education re selection of teaching cases based on the widespread use of discarded original teaching in financial management in multinational companies or large listed companies as the background of the case, the increase comes from our ordinary business enterprise practice case, these cases need to close business practice, in line with the domestic management practice, to enable students to produce a strong interest in learning, at the same time, through the case study, to enable students to the financial problems that may be encountered in the entrepreneurial process have a more intuitive understanding and experience. Secondly, the students will venture into financial management as a classroom teaching case, it can not only help students to learn entrepreneurship in the process of the implementation of the financial management case analysis and knowledge in the learning process, and through the case teaching can stimulate students' entrepreneurial passion, to mobilize students' learning initiative and enthusiasm.

Combining practical teaching with students' entrepreneurial activities and entrepreneurial projects. First of all, we can divide the students into groups, organize students to team entrepreneurship simulation, in the simulation process, the process of project selection, role orientation, drills and other links, so that students can feel the entrepreneurial process visually and comprehensively, and found that the financial management problems in business process and enterprise management; secondly, the students can write their own layout business plan, guide the students to clarify ideas, simulated business planning process, and make the students to complete the program by writing a book, master of entrepreneurship in the process of financial prediction, financial analysis, value assessment, risk control and financial relations with other knowledge; thirdly, to encourage students to actively declare all kinds of school, provincial and international level of entrepreneurship project, give professional guidance teachers. The practice of teaching and students' Entrepreneurship and entrepreneurship project combination is conducive to stimulate students' entrepreneurial enthusiasm, and to improve the students' interest in learning, at the same time, it can promote the students to learn the theoretical knowledge of financial management and use.

Build school enterprise cooperation platform. Strengthen the school enterprise cooperation, and enterprise docking, for students to create conditions for enterprises to carry out production practice and study, at the same time, for the creation of entrepreneurial ideas and project incubation to provide conditions and support.

Based on the reform of entrepreneurship education curriculum assessment. Financial management course itself emphasizes the cultivation of students' application ability in the course of entrepreneurship education background, should break the original curriculum evaluation mode, and emphasizes the students' theoretical knowledge and application ability examination, can refer to some specific practices:

Refine and enrich the content of assessment. To change the traditional examination results as an examination paper as a way to further refine the assessment content. For example, more homework, classroom attendance and classroom performance test to examine the link of learning attitude; increase group case analysis, plan writing, reporting and other aspects of entrepreneurial projects, assessment of students' team cooperation ability and the use of the knowledge; increase the comprehensive discussion, writing papers, classroom lectures and other aspects of the expression of students professional thinking and language ability.

The evaluation system of scientific design. The assessment program at the beginning of the semester before the formulation of financial management courses, detailed provisions for specific content, involved in the assessment of the assessment methods, frequency and evaluation standard,

and in the process of teaching in accordance with the implementation of the plan. Specific assessment content according to the specific circumstances and based on the concept of entrepreneurship education, for example, in the case of students to discuss the performance assessment, should fully consider students' participation, collect information ability, reasoning ability, accuracy of results, and will be included in the standard for evaluation; business plan or business plan written in the assessment of students, to consider whether there are business ideas, clear whether the financial analysis and forecast of professional, and whether there is a system of professional risk control and the feasibility.

To expand the proportion of formative assessment. Financial management curriculum assessment is not only to a final examination paper, therefore, we should reasonably determine the proportion of formative assessment and summative assessment. In the paper, we should pay attention to the proportion of subjective and objective questions. Appropriate to expand the proportion of formative assessment, the assessment of the contents of the formation of refinement, standardize the assessment process, thoughts, pioneering the concept of venture into the process of formative assessment, the assessment as a breakthrough in entrepreneurship education curriculum reform based on financial management.

Safeguard measures of teaching reform

Cultivating entrepreneurial teachers. The realization of teaching objectives and the promotion of teaching reform cannot be separated from the high-quality teaching team. Therefore, it is necessary to strengthen the training of the teaching staff of financial management. The organization of teachers to enterprise production practice extensively, understand the actual situation of the enterprise management and financial management; encourage teachers to self employment, enhance the accumulation of experience and knowledge of entrepreneurship; entrepreneurship education teacher selected to participate in various academic conferences; create the school enterprise cooperation platform, to encourage teachers and enterprise cooperation combination.

Integration of educational resources. The training of teachers and the arrangement of practical teaching cannot be separated from the support of social enterprises. Therefore, under the background of entrepreneurship education, it is necessary to further integrate the teaching resources. First of all, to build a cooperation platform to improve the teacher education, practice teaching, business incubator project provides external conditions; secondly, universities can make full use of the alumni resources, establish and improve the network of alumni, alumni entrepreneurship entrepreneurship invited speech for students, and for students to develop entrepreneurial thinking; thirdly, improve school facilities. Building innovation center, improve the laboratory resource of software and hardware facilities, for students to learn, discuss and provide places and conditions of project incubation.

Conclusion

The introduction of entrepreneurship education thought in the process of teaching the course of financial management in the course of financial management as the background of entrepreneurship education through the promotion of general courses within the school, reform the system of financial management of entrepreneurial activity main course teaching content, practice teaching and assessment methods based on, can fully mobilize the enthusiasm of students, stimulate the students' entrepreneurial enthusiasm, to promote the school of entrepreneurship education, it is helpful to cultivate compound talents.

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