

Application of "flipped classroom" in financial management teaching

Guilan Hang

Fuqing Branch of Fujian Normal University, Fuqing Fujian, 350300, China

Keywords: Flipped classroom, Financial management, Teaching research, Teaching innovation.

Abstract. with the thorough reform on new curriculum standard, China's financial teaching pattern and system keeps upgrading. As an emerging modern teaching mode, "flipped classroom" has broad application space in financial management teaching which can effectively stimulate classroom activity and give learning activity back to students, and improve teaching efficiency and teaching level. Based on financial management teaching practice, this article has analyzed specific teaching issues and explored appropriate strategies of "flipped classroom" in financial management teaching in the hop of guiding theoretical research and practical teaching.

Introduction

With the rapid development of social economy, the society is in in increasing demand of financial management talents and setting higher requirement. As a professional discipline with practice as major content, financial management pays attention to train students' practical application ability [1]. "Flipped classroom" as a modern teaching mode aims at improving students' self-dependent innovation and learning ability in high accordance with financial management teaching no matter for the discipline goal or teaching design. Exploring the effective application of "flipped classroom" in financial management teaching is an important direction for modern financial education research.

Introduction to concept of "flipped classroom"

As an emerging scientific teaching mode, flipped classroom refers to teachers reregulating the time inside and outside the classroom and shifting learning decision-making power to students. Under this kind of teaching mode, students will autonomously control their classroom and off-class time and optimize their learning plan and system through team cooperation, program training and autonomous study mode, and invest more learning energy into classroom practice. Under "flipped classroom mode", students usually acquire basic knowledge through watching video lecture, and reading e-books, carry on researches and explore effective solutions for teaching issues by combining with practical problems. In flipped classroom, teachers' functions and position have changed greatly by giving back autonomous power back to students and let them dominate classroom, they just track and guide timely and provide relevant support.

Flipped classroom has provided more autonomous learning space for students, but also freed teachers from traditional teaching mode so that they have more time communicating with each student. After classroom ends, students will autonomously plan learning contents, pace, style and ways of presenting knowledge. Teacher can use lecturing method and collaborative method to satisfy students' demand and promote their personalized study for the purpose of letting students acquire true study through practice. Flipped classroom mode is a part of modern education activity overlapping with hybrid study, inquiry-based learning and other teaching methods in its meaning for the purpose of getting learning flexible, active and getting students more engaged.

Application value of "flipped classroom" in financial management teaching

In line with financial management subject feature

Viewing from the subject attribute, financial management has strong practicability requiring students in financial management specialty to have high problem-solving ability. Regarding financial

management work practice, it requires to specifically improve student's strain capacity and adaptive ability. In financial management teaching, students learn financial management basic skills and improve knowledge application ability through tremendous practice teaching.

Flipped classroom as a strongly practical teaching mode, focusses on cultivating students' practical operation ability in accordance with the teaching goal of financial management subject, thus has a wide application space. When carrying out financial management teaching, using flipped classroom teaching mode can effectively improving teaching effect, stimulate students' automatic learning activity, and guide students to automatically explore financial management knowledge, and learn positively. Flipped classroom teaching mode can transform traditional financial management mode. In traditional classroom, there exist issues of inefficiency in teaching and low learning activity. On one hand, students lack learning consciousness, and on the other hand, financial management specialty knowledge is tedious and abstract. Flipped classroom teaching mode can improve the interestingness of financial management classroom teaching and let students autonomously solve issues by the means of introducing teaching cases and improve their autonomous learning intention.

Develop the advantage of case teaching

Because of strong practicability of financial management teaching, financial management teaching stresses the status of case teaching. Using flipped classroom teaching mode can effectively carry out case teaching and improve teaching efficiency [2]. Viewing from the application mode, program teaching is a mode frequently used in flipped classroom which has broken traditional classroom situation by using special cases to help students solve practical problems instead of instructing based on textbook knowledge structure. This requires to use a lot of professional basic knowledge in the problem-solving process. Students should go back to textbook for learning needed by practical program to improve knowledge application ability and problem-solving ability. In addition, case teaching method can improve students' teamwork ability. In modern working system, few work can be completed alone. Case teaching method can use team cooperation mode to divide students into different groups based on their different abilities and features for mutual cooperation and collaboration to solve problems jointly at last. In the learning process, students can improve their own professional skills but can improve their interpersonal communication ability.

Stimulate student's autonomous learning ability

In traditional financial management teaching mode, there exist issues of student's lacking learning motivation. Many teachers have ignored teaching method innovation when instructing so that it is tedious in financial management classroom attracting students' few interest and passion. Using flipped classroom teaching mode can effectively solve the issue of students' insufficient learning motivation [3]. In the teaching process, case teaching and teamwork teaching mode can highlight students' dominant status in the classroom and have more chances for voicing their viewpoints and presenting their learning talents.

When using flipped classroom to carry out financial management teaching, teachers can allocate teaching time reasonably and fully use modern teaching resources to develop the superiority of modern teaching mode and guide students into classroom. In flipped classroom teaching mode, students will not in a passive position, and teachers are not dominant any more. They are in an equal relation for communication equally. When lecturing, teachers will respect students' learning intention and provide targeted teaching knowledge in a modern teaching method of "student-oriented concept" for the purpose of stimulating students' independent learning interest and improving vitality in financial management classroom teaching.

Effective strategies of using flipped classroom in financial management teaching

Establish diversified and interactive financial management teaching platform

Since emerging, flipped classroom has been closely connected with internet. Using flipped classroom to carry out financial management teaching should take full use of mass information resources on the internet. Modern network has features of large volume and rich resources. In financial management teaching, using diversified teaching interactive mode requires for clarifying classroom teaching goal, supporting internet resources and improving classroom interestingness and validity. For instance, when carrying out the teaching of "listed company's financial statements", in traditional teaching mode, teachers instruct based on textbooks, and students lack learning interest. In the information environment, teachers can use internet digital resources for a direct presentation of classroom teaching contents so that students have strong learning interest [4]. On the internet, "MOOK platform" and "Netease cloud course" are high quality learning carriers.

When carrying out financial management teaching, teachers should make full use of IT resources and establish sharing exchange platform for fully communication between students and teachers and realize diversified interactive teaching mode and improve teaching efficiency. As financial management teachers, they should use flipped classroom for teaching and innovate diversified teaching mode without being limited to traditional methods and contents in the communication way and contents. They should expand thinking and broaden mind, break through barriers between different knowledge points and form the "micro-financial" teaching and learning thinking, constantly innovate teaching mode and learning mode, stimulate students' learning motivation, combine knowledge with practical life, improve teaching efficiency, guide students to learn automatically and lay foundation for students to get employed and develop specialty subject function.

Use integrated teaching to enrich "flipped classroom" form

In traditional financial management teaching process, under the influence of deep-rooted exam-oriented education concept, teachers mainly shift their teaching focus into theoretical instruction and most teachers use cramming method classroom teaching method so that students are in a passive position to receive knowledge, in the classroom, teachers control the teaching rhythm so that students almost have no space of independence. Besides, most teachers focus on examination during financial management teaching design for the major purpose of students' exam performance but ignore cultivating students' comprehensive quality.

With the implementation of new round of course reform, quality-oriented education is arousing more attention which is obviously not in accordance with the basic requirement of quality-oriented education and easily make students lose interest in learning financial related knowledge and influence teaching quality. Thus, to improve financial management teaching efficiency, first it requires to use integrated teaching and change teachers' teaching methods. In the teaching method, set students as the main body and fully implement the teaching concept of flipped classroom, and use multiple effective teaching methods to let students have strong interest in financial management and try best to create a relaxed learning environment and activate classroom atmosphere and improve classroom teaching quality.

Use flipped classroom to improve students' financial recognition ability

When using flipped classroom teaching mode in financial management teaching, it requires to improve students' recognition and receptivity of financial knowledge. Through carrying out practical teaching, many scattered detail knowledge can be gathered to improve the pertinence and systematization of financial management teaching to help students build knowledge system and acquire subject knowledge from detailed perspective, and improve learning effect. Detail teaching method is an important branch of flipped classroom teaching method. To develop the practical function of flipped classroom in financial management teaching, it requires to start from detail teaching. Regarding the concept, detail teaching stresses the systematization and logic of knowledge instruction but also pays attention to details of knowledge. Through teachers' classroom design and

effective guidance, students can observe and find knowledge from details, and explore the organic connection between knowledge and practical life and discover interior logic structure of different knowledge points. It is a feasible and functional teaching concept and method for effectively improving teaching pertinence and effectiveness.

Firstly, teachers should transform traditional teaching concept and integrate detailed knowledge with improving student's comprehensive quality as teaching focus, and choose proper teaching methods in classroom teaching process so that students can become the subject of classroom learning. Stimulate students' learning interest and motive their initiate. For example, teachers can divide students into several learning groups as required and assign relevant learning tasks to different groups so that they can learn autonomously and explore detailed knowledge. In the process, students can fully develop activity and inquiry spirit, positively look for problem-solving methods, and complete learning assignments. Then teachers can instruct financial management knowledge. Then students can improve their speed and mastery of knowledge due to full preview and preparation before.

Teachers should timely adjust their self-positioning

In financial management teaching process, when using flipped classroom teaching mode, the most important is that teachers must transform their own role positioning [5]. Teachers' innovation in teaching concept and method can effectively improve the pertinence and efficiency of financial management teaching. In traditional classroom teaching, Deviation of teachers' self-positioning has impeded the teaching effectivity improvement. An important purpose of carrying out flipped classroom teaching is to give learning initiative back to students, fully respect and accept student's feelings, and implement the teaching concept of "flipped classroom".

Conclusion

To sum up, with the deepening development of modern education concept, flipped classroom has been widely applied in modern education system. Financial management has strong practicability, thus flipped classroom has wide application space for effectively improving the pertinence and effectiveness, stimulate students' autonomous learning interest, improve students' students' autonomous learning ability and substantially stimulate classroom vitality, and realize the overall arrangement of time inside and outside classroom so as to achieve the purpose of practical teaching.

Acknowledgement

This papers is the subject of Department of Education of Fujian Province, Subject name: Universities of applied sciences "financial management specialty" talent training mode, Subject No.: C15028.

References

- [1] Cao Rongning. Studies on flipped classroom mode in financial management teaching, *Journal of Jiangsu Teachers University of Technology*, 2014, 20(1):99-104.
- [2] Yang Ping, Wang Min, Zhang Shuying, "Financial management" course teaching design based on flipped classroom, *Value Engineering*, 2016, 35(10):252-252,253.
- [3] Lei Liang. Studies on flipped classroom teaching design of financial management comprehensive skill course, *Business Accounting*, 2015(20):124-125.
- [4] Yu Guanfang. Application of financial management course in flipped classroom, *The Science Education Article Collects*, 2016(23):61-62.
- [5] Xu Keming. Studies on flipped classroom mode in financial management case teaching, *Business Information*, 2016 (33):236,295.