

Discussion on Teaching Reform of Financial Management in Higher Vocational Colleges Based on Mobile Learning Platform

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Abstract—This paper discusses the teaching reform problems of financial management course in higher vocational colleges from the perspective of mobile platform construction. Based on the practical problems existing in financial management teaching courses in higher vocational colleges at the present stage, it talks about the optimization strategies in teaching, guarantees the benign development of teaching activities under the technical support of rich resources, creating atmosphere, integrating methods and expanding space, provides reference materials for relevant teaching and research, and conducts method exchange.

Keywords—education reform; higher vocational education; financial management; mobile platform

I. INTRODUCTION

In the process of continuous practice and exploration, higher vocational colleges have achieved excellent results in financial management courses, and have provided a large number of high-quality application-oriented talents for the society. However, affected by the current educational environment, there are still a lot of application problems in the teaching practice under the influence of the traditional teaching mode, which brings some limitations to the overall development of teaching.

First, the theoretical knowledge of financial management courses is huge. Although it integrates the content of western economic theory and practice, the educational resources are still relatively single. It is easy for students to get bored in the course of learning, greatly affecting the efficiency level within the limited classroom time. Especially in the supporting educational resources of teaching materials, courseware and exercises, teachers do not have much time and experience to innovate and sort out them due to great teaching pressure, which highlights the monotony of teaching knowledge.

Second, in the course content, it is difficult for students to understand the formula content in the learning process because it involves a lot of formula calculations and students in higher vocational colleges have a poor knowledge base. Moreover, it is impossible for them to carry out flexible and quantitative practical operations [1]. This makes students lack some calculation contents such as compound amount,

amount of fund raised, total leverage, and net present value, and affects their learning effect.

Third, because of the current teaching mode, the transfer courses in higher vocational colleges are taught in large classes. Independent thinking space setting aside for students in the classroom is less, and students have obvious deficiencies in learning autonomy. This makes the teaching more inflexible, further weakens the effect of learning, results in poor learning effect, and seriously affects the improvement of learning efficiency.

Fourth, from the perspective of students, they do not have a correct understanding of course knowledge learning, resulting in low learning enthusiasm. This situation is particularly prominent in higher vocational colleges with low basic level. In the process of arranging learning content or teaching course knowledge, teachers can't improve students' subjective initiative, so that the originally inefficient classroom further gets into a downward spiral, hindering the teaching of financial management courses.

II. TEACHING REFORM STRATEGY OF FINANCIAL MANAGEMENT BASED ON MOBILE PLATFORM

A. Enriching Teaching Resources and Establishing a Diverse Learning Database

There are various educational resources in the networked information space, which can be used as a supplement to the knowledge content of the course materials and help teachers to more effectively conduct teaching activities. First of all, as far as teachers are concerned, with the aid of network resources, they can effectively extract application case materials, and better design curriculum content while combining with the knowledge composition of students of relevant majors, so that courseware materials can play a supporting role in the students' absorption of knowledge. Secondly, from the point of students, the information material in cyberspace is obviously different from the knowledge structure of the teaching material content, and it presents the knowledge content in a more vivid image. Next, the combination of this kind of network learning content and the current era of information can contact with the reality of

life in a reasonable and better way, and create conditions for students to form a more profound knowledge structure.

For example, in the course of building such a networked multi-learning database, teachers can create an independent APP learning platform, and constantly enrich the content of data and materials in the process of accumulating teaching experience. Teachers can expand the space of knowledge learning by means of video, audio, program and games. Besides, they can establish a connection between knowledge points, news and information and course knowledge, so that students are willing to independently consolidate and acquire knowledge through Moocs, micro-courses, and courseware [2]. In the meantime, the connection with current affairs news can better enhance students' applied thinking, and improve their practical ability on the basis of ensuring the level of mastering knowledge. Taking the knowledge point teaching of "time value of money" as an example, teachers can take advantage of this database system, explain the cognition and classification of knowledge in the form of micro-course video materials, make a supplement with the form of Internet news, and arrange students to analyze the financing cases of listed companies, so as to complete the development needs of financial teaching.

B. Optimizing the Learning Atmosphere and Building the Space for Students' Independent Learning

In order to optimize the teaching atmosphere, teachers need to have rich teaching experience, and can effectively control the rhythm of course. In this way, students can better grasp the of knowledge points while a relaxed and entertaining teaching atmosphere is created, truly become the subject of curriculum knowledge learning, be liberated from the original indoctrinated classroom model, and achieve efficient and autonomous learning. In order to achieve this teaching goal, teachers can make use of the advantages of mobile network learning platform to systematically describe the unit knowledge module in the construction of scenario environment, and flexibly use knowledge content to enrich the courseware content as much as possible. Furthermore, in the process of course design, teachers must give full play to the humanized thought, and design the course case content in line with the interest tendency of higher vocational students from the perspective of students. Through the scene environment creation, students are guided to think and learn, can give play to their learning initiative, consciously explore and research the content of knowledge points, find specific ways to deal with practical problems in the process of flexible using and mastering knowledge, form the habit of thinking independently, generate unique insights and cognition on knowledge content, and achieve the effect of deepening knowledge learning.

For example, in the process of explaining the knowledge of "annuity", teachers can set several small scene modes, propose some questions, induce students to analyze and discuss the annuity problems, and gradually guide them into the content of course knowledge learning. When analyzing the final value of common stock annuity, teachers can adopt the case of "travel fund", enable students to calculate the cost of funds that can be used to travel around the world, and

share this content in the annual annuity accumulation, so as to complete the independent calculation of course knowledge.

C. Adjusting Educational Methods and Increasing Practical Operation of Financial Business

The Excel model in the teaching tool of informatization can be used as a tool to assist formula calculation. In the course of financial management, these calculations occupy plenty of teaching time, and are also an important content that affects students' interests in learning. However, higher vocational college students who are weak in theoretical study and calculation will inevitably encounter such difficulties. In this regard, teachers can take advantage of students' practical ability to introduce the Excel calculation model into the project of course learning [3]. Before the course teaching, teachers can set the calculation model of Excel in the platform construction and take its framework as a basic tool. Students who perform calculations will complete the creation of the function model. In this way, it not only saves a large amount of calculation and reduces the learning difficulties, but also deepens students' understanding of the function model to a certain extent and realizes the simplification and optimization of the course.

For example, in the course activity of "annuity" calculation, teachers can take parameters such as period, monthly interest rate and retirement amount into the course project, and then students can build the corresponding function model by using the procedure to complete the calculation of the deposit amount of pension. With this practical teaching method, students can not only master the operation method of financial practice more skillfully and learn the content of curriculum knowledge more efficiently, but also form correct outlook on life and value and carry out financial management more actively in future social life.

D. Expanding the Learning Space and Developing a Three-dimensional Mobile Classroom

Mobile learning platform can not only serve as a technical condition to assist the optimization of course teaching, but also has the greatest application advantage of expanding learning space. Under the influence of the platform, a good interaction can be achieved in knowledge content, experience and method, problem exchange, academic inquiry, practice sharing and other contents. This interaction exists not only between students and knowledge, but also between students and teachers, students and students, knowledge and information and other fields. This feature is of great significance to the current teaching of financial management in higher vocational colleges.

Through the expansion of learning space, students can not only invest time and energy into the repeated learning of knowledge, but also effectively cover the shortage of course teaching and teaching arrangement, so that learning is no longer affected by time and space. By executing this interactive platform, students can communicate knowledge more flexibly and combine study with life closely. From teachers' point of view, they can better control students' learning progress, and assist students answer the questions in

the learning process in real time while managing the platform information content, so as to achieve the optimization effect of teaching content.

For example, in the course of financing scale measurement, teachers can set up voting activities in the platform space, and publish correct analysis content through the platform after completing cognitive statistics. This participatory learning method can raise students' enthusiasm and strengthen their memory of knowledge. Besides, in the process of building a mobile learning platform, teachers can use the function of person selection to designate students to answer specific questions, which can play a role in sharing ideas and expanding methods while testing students' learning.

III. CONCLUSION

The rapid development of Internet technology has brought the information level of the times to a new historical height. As an important base of talent training, higher vocational colleges must optimize their own teaching models and methods in a responsible attitude towards the development of students' abilities. However, leading the concept and content of mobile learning platform to the educational space can improve the guidance effect of courses as much as possible on the basis of adapting to the development of the times, provide more solid technical support for students' ability growth and knowledge enrichment, and create a good growth space for students' professional development while satisfying the purpose of educational reform.

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