

Financial Management Professional Practice Curriculum System from the Perspective of School-enterprise Cooperation

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Abstract: With the advent of the information age, the trend of industrial integration is increasing. New products and technologies such as financial robots and financial sharing are emerging. The traditional teaching model of financial management no longer meets the needs of corporate talents today. In order to keep pace with the times, train talents who meet the needs of change in the financial field. Solve the contradiction between the talent needs of enterprises and the training of talents in schools. This paper uses questionnaire surveys and field surveys to analyze the role of the school-enterprise cooperative practice teaching system. The survey found that students under the new practice teaching system of school-enterprise cooperation are far superior to previous students in terms of personal abilities, practical operations, and teamwork. It can be seen that it is urgent to establish a new practical curriculum system to meet the needs of change in the financial field.

1. Introduction

The field of financial management is undergoing changes, and new products and technologies such as financial robots and financial sharing are constantly being introduced. These new changes place new demands on financial management and wealth management practitioners [1]. In order to make students more suitable for the talent needs of today's enterprises, practical teaching in universities today is often more important than theoretical teaching. Therefore, the urgent task of the school is to establish a new curriculum system in accordance with the requirements of the times.

Zhang Juan (2019) analyzed the impact of the intelligent era on the accounting industry and the changes in the demand for accounting talents in the intelligent era. It is proposed that the reform of the curriculum system of higher vocational accounting majors is bound to become the general trend [2]. Feng Mei (2019) pointed out that talent training needs to combine "Internet +" with the reform of practical teaching models. In this way, the effect of doing more with less will be achieved [3]. Fu Yongli (2019) pointed out that there is a serious structural contradiction between supply and demand imbalance in the financial management talent market. Suggestions are given to improve the construction of the core curriculum system of financial management major in higher vocational colleges [4]. Dagmar El-Hmoudova (2016) proposed that English learning in financial management should pay more attention to practical application. General English courses do not fit their field of study. We need to start with practice and use electronic support tools to further differentiate English courses [5]. Tai Ming-Hei, Rida Nada; Klein Kristin C (2019) proposed the application of virtual simulation technology to educational programs. Provide students with a realistic and safe environment to achieve the purpose of practical teaching and improve students' practical ability [6]. Halfer Diana, Brewer Barbara, Ulrich Beth, Kramer Marlene (2019) proposed a development professional practice course. Applying teaching from theory to practice, to solve the educational practice needed to cultivate professional talents [7]. It can be seen that researchers at home and abroad believe that practice is an important point in the teaching system. The practice curriculum system is an inevitable direction for the development of higher education. Most of these scholars

proceed from theory, and the persuasive effect of the practical curriculum system is not strong enough.

Through the comparison between the students under the school-enterprise co-construction practical curriculum system and previous students, the function of the practical curriculum system is concisely and concisely reflected.

2. Practice Course System

2.1. Background of the Practical Curriculum System

In 2017, the Ministry of Education issued the “National Standards for the Quality of Business Administration Teaching” to classify financial management as a business administration major. Cultivate applied, compound and innovative talents. Provisions "Cultivation of applied talents requires students to form a framework of professional competence in financial management, with accounting business processing and financial management practice capabilities. The training of compound talents requires students to integrate cross-disciplinary and inter-professional knowledge and cultivate the knowledge horizon and thinking quality of multi-disciplinary integration. The cultivation of innovative talents requires students to pass a preliminary academic training, have certain academic research capabilities or social practice innovation awareness and ability " [8]. It shows that it is necessary to build a practical curriculum system that conforms to the development of the times and meets the regulations of the Ministry of Education.

2.2. The Significance of Practical Curriculum System

The practice course system has transformed and improved the form of professional production practice. Its business place is the classroom, the operation project is the learning content, and the practice process is the growth process. Based on the comprehensive development of students. Cultivate students' excellent professional ability, autonomous learning ability, and correct outlook on life and values [9].

3. Deficiencies of the Traditional Curriculum System

3.1. Focus on Theoretical Knowledge and Neglect the Cultivation of Students' Practical Ability

The traditional curriculum system pays more attention to the study of theoretical knowledge, which is a mode where teachers talk to students and listen. Teaching mostly revolves around obtaining various types of certificates, and usually also leans towards this aspect in terms of course settings and schedules. The questionnaire survey shows that only 5% of students agree with this teaching method. There is a certain objective reason for the birth of this curriculum system. Increasing the pass rate of examinations can guarantee the employment of students. But this ignores the students' practical ability. It makes students lack long-term professional competitiveness and it is difficult to stand out from the fierce competition in the society.

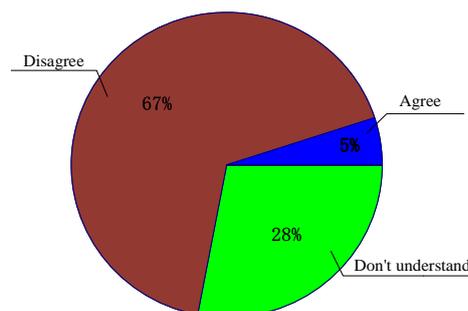


Figure 1 Whether students agree with theoretical teaching far more than practice.

3.2. Curriculum Curing

The curriculum of financial management majors under the traditional curriculum system mostly revolves around professional courses. In the course setting, the factors such as the necessity and applicability of the course setting, the receptive ability of the students, and the connection between the courses were not taken into consideration. The curriculum system is slightly confusing. Changes have taken place in the field of financial management, with new content that students should be familiar with. However, the teaching materials do not update the teaching content in a timely manner, are disconnected from the field of practice, and lack of foresight. According to a questionnaire survey of students, 61% of the students thought that the curriculum was not reasonable, and 3% of the students thought that the curriculum was not very reasonable. There are many issues with the display of course settings.

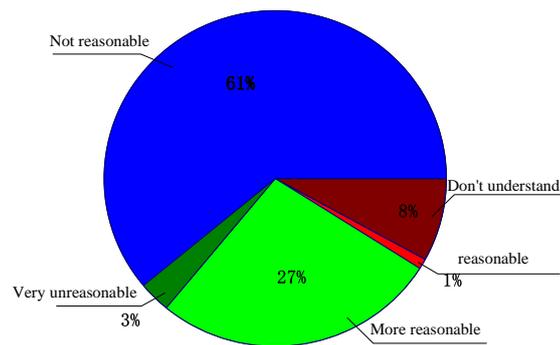


Figure 2 Students' views on the curriculum

3.3. Teaching Content does not Meet the Needs of Enterprises Today

Nowadays, the demand for traditional accounting is decreasing. The focus of financial staff is no longer on traditional bookkeeping, accounting and reporting. Instead, it turned to higher-level financial planning, investment and financial design, and risk prevention management. The teaching content of the traditional teaching system still trains students into general financial talents, which does not meet the needs of corporate financial talents. Through field surveys of corporate shared financial centers. The company stated that previous interns came to the company. Companies always spend a lot of time and human and material resources to retrain them.

4. Establish a School-enterprise Cooperation Practice Curriculum System

With the advent of the intelligent era, new standards have been set for corporate finance department employment standards. The state has also made new plans and requirements for talents in the financial management industry. If the financial management professional curriculum system has not yet been introduced, the graduates will be eliminated by the market. In order to solve the problems existing in the teaching of financial management under the traditional curriculum system. In 2017, our school opened a school-enterprise cooperation class for financial management majors. From the perspective of school-enterprise cooperation, the practical teaching system has achieved initial results.

4.1. Principles of the School-Enterprise Cooperative Practice Curriculum System

It meets the new characteristics of enterprises 'needs for financial management talents under the background of cloud finance [10]. Gradually cultivate students' practical operation ability. At the same time, it is necessary for students to understand the financial management process of the enterprise, and to be familiar with the basic situation of corporate financial management, so that students can establish the future career development direction.

4.2. Training Objectives of School-enterprise Cooperation Practice Curriculum System

Cultivating students' moral, intellectual, and physical development. Make students become high-quality application-type talents who are proficient in the operation and application of cloud financial information systems and basic theories, basic knowledge, and basic skills in economics, management, law, and financial management.

4.3. School-enterprise Cooperation Practice Curriculum System Training Requirements

4.3.1. Establish a sound knowledge structure.

Establish a sound knowledge structure, that is, master the basic theories, methods, and skills of business administration disciplines and financial management. Familiar with domestic and foreign related financial management, financial management policies, policies and regulations. Learn about the developments and cutting-edge theories of this discipline.

4.3.2. Establish a sound capacity structure.

Establish a sound capacity structure with basic capabilities for analyzing and solving practical problems in financial management. Strong practical skills in mainstream financial management software. Able to undertake the basic financial management of various types of employers, and be competent for the consulting services of relevant intermediaries.

4.3.3. Establish a sound quality structure.

Establish a sound quality structure, have strong social adaptability, be able to work with others, and work in solidarity. Have an enterprising spirit, a sense of responsibility, a spirit of dedication and a sense of professionalism. Able to have a proactive attitude and spirit to solve difficult problems, and a strong ability to analyze and solve problems.

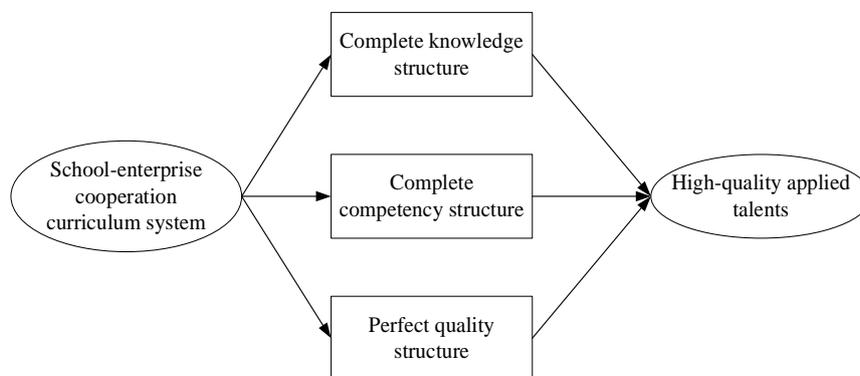


Figure 3 School-enterprise cooperation practice curriculum system

5. The Benefits of Building a School-enterprise Cooperative Practice Curriculum System

5.1. Students have Strong Practical Skills

At present, the requirements of enterprises for students are not just the amount of knowledge, but more practical. The purpose of constructing a practical course system for financial management majors in the form of school-enterprise cooperation is to train high-quality, high-skilled, high-theory applied accounting professionals. Classes are taught to students only by teaching theoretical knowledge on campus. Students learn only to complete tasks and have no real practice. After the school-enterprise cooperation, the enterprise can take students to the company for internships. Through this internship, students have the ability to do manual accounting, accounting software, and data processing and report writing. Improve students' hands-on ability.

5.2. High Student Motivation

The purpose of students' continuous learning of theoretical knowledge is for better employment. Under the cooperation of the school and the enterprise, students can go to the post for internship in the enterprise, truly participate in the working environment, and also have a more intuitive experience of the current accounting employment situation. Only by understanding the trend of accounting employment, and reflecting on what kind of talents are needed for this position, students will have a better development plan, otherwise they will talk on paper. With such a plan, students have a new motivation to learn professional knowledge. At the same time, the introduction of information-based teaching has also brought a whole new experience to students' classrooms. Highly interactive and competitive, it also greatly enhances students' learning enthusiasm.

5.3. Zero-distance Docking between Students and Enterprises, Keeping the Knowledge System Updated

The new model of school-enterprise cooperation has better connected the internship status of financial accounting majors with the company's job capacity requirements. Information sharing among students, schools, society, and enterprises during post placement internships is achieved. Before the school-enterprise cooperation practice curriculum system is implemented, students and society often have a derailment phenomenon. Students do not know the current market development trend, and will easily lose confidence after entering the society. After the school-enterprise cooperation is realized, students can connect with the enterprise with zero distance. Easily understand the current pain points within the industry and gain insight into the market prospects. This not only enhances the confidence of students, but also enhances the employment rate and creates a good reputation for the school.

6. Conclusion

In short, the practical curriculum system from the perspective of school-enterprise cooperation is a new type of teaching model for financial management majors. This teaching mode is in line with the general trend of social development and plays a pivotal role in the training of financial management talents. Colleges and universities must keep pace with the times, establish a high-quality financial management professional practice curriculum system, actively teach advanced accounting and accounting operation techniques to students, cultivate talents that meet the needs of change in the financial field, and resolve the contradictions between corporate talent needs and school talent cultivation.

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