

Reform and Practice of Teaching Mode of Financial Management Course from the Perspective of College Students' Innovation and Entrepreneurship

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Abstract

College Students' innovation and entrepreneurship is an important part of "mass entrepreneurship and innovation" in the new era. Financial management course is the core course of economic management specialty. The course needs to adapt to the new situation and carry out innovative reform of teaching mode and concept on the basis of traditional teaching mode. Based on the current situation of financial management teaching, this paper analyzes the problems existing in the teaching of financial management course and the cultivation of innovative and entrepreneurial ideas, and puts forward the innovation and path of financial management course teaching mode from the perspective of innovation and entrepreneurship.

Keywords

Innovative and Entrepreneurial; Financial Management; Course Teaching Mode.

1. Introduction

In the national standard for teaching quality of undergraduate majors in Colleges and universities (Part II) issued by the Ministry of education, it is pointed out that: "Financial management is a business administration major. This major is to cultivate and practice the socialist core values, have a sense of social responsibility, public awareness and innovative spirit, adapt to the needs of national economic construction, have humanistic spirit and scientific literacy, master modern economic management theories and management methods, and be able to engage in economic management in enterprises, institutions, administrative departments and other institutions Practical, compound and innovative talents." [1] College Students' innovation and entrepreneurship has become an important part of mass entrepreneurship and innovation in the new era. Innovation and entrepreneurship values are composed of innovation and entrepreneurship cognition, social responsibility and other elements, including social value level, personal value level and the unity of the two. Innovation and entrepreneurship concept should become an important component of the sustainability of university education. Curriculum, teaching methods and The innovation of teaching mode should be closely linked with the values of College Students' innovation and entrepreneurship. Only in this way can we return to the essence of College Students' innovation and entrepreneurship and stimulate their ideals and beliefs. At present, China's university education concept is still bound by traditional education ideas, schools lack publicity at the level of values, and college students' enthusiasm for innovation and entrepreneurship is not high, so it is difficult to highlight the value of innovation and entrepreneurship Effect. We must reform the innovation and entrepreneurship education system in Colleges and universities and reform the curriculum teaching mode. This is an important path to cultivate college students' innovation and entrepreneurship values. This paper discusses the reform and practice of financial management curriculum teaching to adapt to college students' innovation and entrepreneurship ideas and values.

2. Current Teaching Situation of Financial Management Course

2.1. Nature of Financial Management Courses

Financial management is a professional compulsory core course for management students. They can graduate only after completing the credits of this course. The teaching contents of this course include: the concept of financial management, the environment of financial management and mastering the objectives of financial management; Time value concept, risk and return and securities valuation of financial management; Financial capability analysis; Financial strategy and budget; Equity, debt and mixed long-term financing; The theory of capital structure decision-making, the measurement of capital cost, the measurement of leverage interest and risk, and the analysis of capital structure decision-making; Analysis of cash flow of long-term investment and comparison of decision-making indicators; Management of working capital; Dividend theory and distribution. Through the study of this course, students can master the basic theory of financial management, flexibly use the methods and skills of financial management to analyze various financial activities, and then make correct financial decisions. It is of far-reaching significance for students' employment, innovation and entrepreneurship to learn this course well to achieve the expected results and use the knowledge to strengthen new skills and methods of investment and finance.

2.2. Curriculum and Teaching Mode

Taking our University (ordinary undergraduate college) as an example, the business administration specialty of this course is set up 4 class hours a week, a total of 68 class hours; Logistics management and business management majors are provided with 2 class hours per week, a total of 34 class hours, mainly theoretical explanation, and no separate practical class hours are set. According to an incomplete survey, other ordinary undergraduate colleges and universities are basically the same.

The teaching mode generally adopts the traditional teaching concept and method of "teachers' explanation and students' Autonomous Learning". In recent years, in order to achieve the teaching objectives, colleges and universities advocate the reform of teaching mode and the adoption of mixed teaching methods. Such as problem heuristic teaching. First play the video, then ask questions to inspire students to think about the teaching content; Case teaching. Link relevant cases with course content to attract students' attention; Discuss teaching methods. Teachers guide students to express their views on a central issue. The main design is to give full play to students' initiative and enthusiasm through online discussion before class, between teachers and students and between students. At the same time, it is conducive for teachers to understand students' knowledge reserve; Action oriented teaching method. Through the design of various teaching activities, guide students to combine book knowledge with practical activities, deepen students' understanding and application of knowledge, improve learning efficiency, and embody the educational concept of "doing while learning, learning by doing", so as to cultivate students' ability of autonomous learning.

In addition, there are many teaching methods, such as project teaching method, constructivism teaching - scaffolding teaching method, scenario simulation teaching method, etc., in order to help students build a clear financial theory framework system and improve students' cognitive ability.

3. Analysis on the Problems Existing in the Teaching of Financial Management Course and the Cultivation of Innovative and Entrepreneurial Ideas

Based on the current situation of the above teaching mode of financial management course and the needs of educational concept innovation under the new situation, we can see that the teaching mode of financial management course in Colleges and universities is not closely integrated with innovation and entrepreneurship education, and the ideals and beliefs are not fully stimulated, resulting in the lack of innovation and entrepreneurship concept of the new generation of college students and the inadequate publicity of innovation and entrepreneurship values, Therefore, the social effect of College Students' innovation and entrepreneurship is difficult to show.

3.1. Problems in Curriculum

From the perspective of curriculum, financial management practice and training courses are missing. The construction of on campus and off campus laboratories is insufficient, and there is no stable practice base with enterprises to let students sublimate their theoretical knowledge in practical training. To some extent, it can not meet the development of students' innovative thinking and the needs of improving students' cognitive ability and practical operation ability.

3.2. The Teaching Ability of Teachers with Appropriate Integration of Financial Management Teaching and Innovation and Entrepreneurship Education Needs to be Improved

Due to the shortage of teachers in the financial management specialty, the heavy task of teaching schoolwork and the lack of time for learning the new concept of innovation and entrepreneurship, there are few case resources and insufficient case teaching ability in this aspect. The traditional teaching methods are still dominated in the teaching, the combination of financial management knowledge points and small cases of innovation and entrepreneurship is relatively few, and the cultivation of students' self-study ability is not in place, The enthusiasm for innovation and entrepreneurship has not been aroused.

3.3. The Teaching Method is Single and Lacks Practical Links

At present, the lack of practical operability, single teaching method and comprehensive case discussion are important problems in the teaching process of financial management. Even with the integration of case analysis and other classroom contents, students also think that the combination of practical teaching and social practice is not high, so they feel that there is no gain. Most students hope to "pay equal attention to both theoretical level and specific application" and "carry out practical training teaching" in the teaching process, which is an important supplement to the traditional training method of financial management talents. It can be seen that simply relying on classroom explanation can not meet the needs of students.

At the same time, financial management knowledge is very important for entrepreneurship. However, at present, the financial management course is still mainly taught in class, which makes it difficult for students to flexibly apply the theoretical knowledge in class to practice, and can not meet the knowledge reserve needs of entrepreneurship at all. Even the existing simulation experiment links simply imitate the teacher's demonstration and run the set data program, which is very different from the application of real financial management knowledge. It can be seen that the current teaching model has limited effect on the improvement of students' innovation and entrepreneurship ability.

3.4. Pay Attention to Content Explanation and Poor Knowledge Integration

Among the college students who have participated in various business competitions, most of them believe that the knowledge of financial management is very important in the process of writing the project book. It can be seen that in the process of various innovation and entrepreneurship competitions attended by students, financial management knowledge is essential and very important. Financial analysis ability is a very comprehensive ability. However, at present, the teaching of financial management still focuses on the contents of four modules: financing management, investment management, operation management and profit distribution management. The emphasis of each module is different, the contents between modules are separated from each other, and the internal connection between the four modules and the skilled application of financial analysis are also lack of in-depth explanation. This has a big gap for the integration of financial management knowledge, as well as the cultivation and flexible application of students' financial analysis ability.

3.5. Lack of Stable Practice Base with Leading Enterprises

Most colleges and universities attach importance to the construction of on campus laboratories, but few colleges and universities can make full use of social resources to build internship bases with enterprises. Even if some schools have co built internship bases with enterprises, they are often mere formality and difficult to play a role. The weakness of practical link teaching makes the financial management course lack of practical teaching base and can not conduct in-depth and specific research on the practical teaching of financial management course. The result is that the platform for the integration of professional course teaching and innovation and entrepreneurship teaching ideas has not been well built, resulting in the lack of students' innovation ability and practical ability.

4. Innovation and Practice of Teaching Mode of Financial Management Course from the Perspective of Innovation and Entrepreneurship

4.1. Keep up with the Pace of the New Era and Scientifically Set up Financial Management Courses

Financial management course is the main course of economic management specialty. We should not only pay attention to the teaching of theory course, but also pay attention to the teaching of practice course. Only by closely combining theory and practice can we achieve the teaching effect. The demand of "mass entrepreneurship and innovation" urges the focus of teaching in Colleges and universities to gradually tilt from theoretical teaching to practical teaching. Financial management is a highly applied course. The course training makes the combination of theory and practice better. ERP sand table laboratory can simulate the overall financial operation of enterprises and enable students to fully apply each knowledge point from financing, investment to operation and profit distribution on the platform, which can not only cultivate students' financial analysis ability, but also cultivate the overall financial management ability. At the same time, the role experience platform enables students to fully understand the business process of financial management before employment, understand the application of financial management in production, marketing, logistics and other links, and make sufficient knowledge reserves for entrepreneurship.

Therefore, it is suggested to set up financial management training or practice courses. Qualified colleges and universities can jointly establish teaching practice bases with enterprises, increase practical teaching hours in schools, and use the simulation experiment of financial software to cultivate students' practical operation ability and innovation ability; Increase the number of off campus practice hours, improve their informatization level and work adaptability through in-depth enterprise learning and research, provide students with a platform for innovative

knowledge and sublimation of knowledge, and improve the satisfaction of employers with students.

4.2. Strengthen the Construction of Teaching Staff of Financial Management Course and Improve the Teaching Ability of Innovation and Entrepreneurship

Financial management course is the core course of economic management specialty. We should cultivate the core teachers of this course. Introduce a group of young teachers with new knowledge and new ideas, input new blood and stimulate new vitality for the existing teaching team; Strengthen the renewal and training of old teachers' teaching ideas, so that they can become backbone teachers with rich teaching experience, solid discipline and professional foundation and innovative teaching ideas; Introduce practical teachers and strengthen the strength of practical teaching. Teachers are the key to cultivating innovative talents, and diversified teaching staff is an important factor to further promote curriculum reform. At present, the traditional classroom teaching of financial management is still the teaching subject of college teachers. Although a considerable number of college teachers have deep theoretical skills, they rarely have the opportunity to personally participate in entrepreneurial activities and social practice, and their knowledge structure can not meet the requirements of innovation and entrepreneurship education. Therefore, more industrialists, successful entrepreneurs and enterprise executives should be introduced into the classroom teaching to improve the breadth and depth of financial management teaching. These personnel have rich entrepreneurial practice experience and have clearer ideas on the practical application of theoretical knowledge. The content makes students deeply understand the capital market, which is very important for cultivating students' market logical thinking. At the same time, encourage the collection of cases with high integration of financial management knowledge and innovation and entrepreneurship ideas and methods, update case resources, and make students realize that their professional knowledge can be closely combined with innovation and entrepreneurship. For example, when explaining the capital structure, how can we adjust the proportion of equity capital and debt capital according to the actual situation, and carry out capital restructuring to achieve the standard of optimal capital structure. The choice of financing channels to invest in an enterprise or create an enterprise is very important for the maximization index of shareholders' wealth, so we can make full use of our professional knowledge to help our career succeed in the process of entrepreneurship and enterprise operation. This kind of professional knowledge and entrepreneurial ability are closely combined, and successful cases can not only stimulate students' enthusiasm for learning professional knowledge, but also stimulate students' enthusiasm for innovation and entrepreneurship.

4.3. Integrate the Innovative and Entrepreneurial Ideas and Methods into the Teaching of Professional Courses, Innovate Teaching Methods, and Change Students' Passive Learning into Active Learning, from Worry Learning to Interested Learning

Student centered, focusing on situation creation and problem exploration. Specific interactive methods can be tried: role experience, video teaching, practice or practical guidance, group discussion, case analysis, tool analysis, physical display, brainstorming, classroom games, information means, etc., so as to stimulate students' interest in learning. In the teaching process of financial management course, we can learn from the curriculum design and teaching skills of entrepreneurship education, and flexibly use the teaching methods, which can enrich the classroom content, expand students' innovative thinking and maximize the release of students' imagination. More importantly, the effect is good, so that students' self-awareness is full of innovation and thinking. For example, the chapter on enterprise investment decision-making

teaches students how to make rational use of the time value of monetary funds for evaluation and calculation, breaks the traditional thinking mode, and what resources are available for doing this when selecting projects; How to use a small amount of resources to do what can be done; How to negotiate with stakeholders. If every teacher can try teaching with innovative thinking and skills, innovative means and methods, innovative logic and cause and effect, then the trained students can't find a job, and there will be no shortage of entrepreneurial talents in the society.

4.4. "Business Model Teaching Method" Helps the Teaching of Innovation and Entrepreneurship Courses in Colleges and Universities

Business model refers to the basic logic of enterprise value creation, and describes the basic principles of how enterprises create value, transmit value and obtain value. The initial contact of the topic "business model teaching demonstration" was explained by Professor Wang Yongneng of Zhejiang University of technology. It mainly takes "canvas method" as an example to teach you how to learn to analyze and innovate business model. The business model of "canvas method" focuses on the following three stages: Value Creation (enterprise strategy) - value transmission (operation) - value acquisition (economy). These three stages contain nine elements: value creation includes customer segmentation, value proposition, key business and; Value transmission includes core resources, partners and channels; Value acquisition includes profit model, cost structure and income source. Then how to sort these nine elements will form different business models. For example, there are three objectives of financial management explained in the course of financial management: profit maximization, shareholder wealth maximization and enterprise value maximization. How to achieve these objectives is that managers need to consider formulating financing and investment strategies, production and operation strategies, capital operation strategies and dividend distribution strategies in capital operation. If they can combine the "canvas method" The teaching of business model and concept can not only stimulate students' enthusiasm for entrepreneurship, but also enable students to understand the skills and methods of capital operation. It is mainly through this teaching concept that students can be taught to think in the process of Entrepreneurship: what needs to be provided for customer segmentation, what kind of value proposition, how to provide, for whom, and finally achieve profitability. Guide students to find the right grade point for employment and entrepreneurship, and lay a theoretical and practical foundation for students to find suitable jobs after graduation or start their own businesses according to their personal interests and market positioning.

4.5. The Best Way to Realize the Teaching Mode of "New Business" is to Build an Industrial College with Enterprises and Universities

The leading enterprises have the advantages of industry development and talent employment channels; Colleges and universities have the resource advantages of talent training platform and scientific research. The combination of the two to build an industrial college is the best way to cultivate innovative and compound business talents who master the latest scientific and technological tools for the industry. In the teaching process, the traditional theoretical preaching and simple simulation case analysis can not meet the curriculum teaching needs under the background of new business. Building a practical teaching base, improving the practical teaching system, and establishing a "physical teaching" model that can be seen and touched by students can better inspire students' inspiration and enthusiasm for active learning and innovative learning. In the co construction practice of many domestic leading enterprises and characteristic application-oriented colleges and universities, students' achievements emerge one after another, and have accumulated successful cases and experience. In the teaching process of financial management, it is necessary to establish a stable student practice base, learn the capital operation concept of leading enterprises, conduct capital operation drills,

and closely combine theoretical knowledge and practical skills to achieve the goal of cultivating applied talents.

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