

# Exploring the Innovation and Entrepreneurship Education of Finance and Economics Majors in China's Secondary Schools

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## Abstract

With the change and continuous development of secondary education, the finance and economics majors in secondary schools are widely concerned nowadays. The long-developed accounting majors have been lagging behind the trend of the times, while there are clear new educational growth points for secondary finance education in emerging industries. In the new economic environment, the development of "double-creative" education for Middle-level finance and economics majors becomes especially important. Schools and finance teachers need to face the current difficulties in teaching finance and economics, and actively improve the teaching methods and approaches of finance and economics to achieve inter-professional integration and combine with "double-creative" ability cultivation, so as to improve the ability of finance and economics students. It is also necessary for schools and finance teachers to actively improve the teaching methods and methods of finance and economics to achieve inter-professional integration and combine with "double-creation" ability cultivation, so as to improve the comprehensive quality and employment competitiveness of finance and economics students. This paper analyzes the current situation of teaching and cultivation objectives of finance and economics majors in secondary schools, and proposes the "double-creative" cultivation method of finance and economics based on the association model.

## Keywords

**Innovation and Entrepreneurship; Secondary Schools; Finance and Economics Majors.**

## 1. The Importance of Promoting Innovation and Entrepreneurship Education for Middle-level Finance and Economics Majors

### 1.1. Adapt to the Financial Market Demand in the New Economic Model

With the rapid development of China's economy, the industrial structure of each region is changing to different degrees, traditional industries are deeply integrated with new technology and new ecology, and big data has also changed the pattern of traditional finance and accounting industry. The current economic and industrial model is changing from a technology-based industry to an innovative one[1]. The finance and economics market has also changed, and the demand for innovative talents in the field of finance and business is more urgent than ever, driven by big data, Internet and artificial intelligence. At present, secondary education in finance and economics mainly focuses on basic accounting direction, and while continuing the traditional vein of basic accounting education, curriculum teaching also needs to analyze new forms and adapt to new changes at the same time. In the past, the education of accounting-related subjects focused on theory and basic manual practice, but in the context of today's financial intelligence, it is not enough for students to master basic accounting knowledge and skills, but they also need to have innovative thinking and entrepreneurial spirit, to be able to

creatively solve practical problems in the workplace, and to grow and develop into innovative accounting talents.

## **1.2. Expanding the Innovative Thinking of Middle-level Finance and Economics Students and Enhancing Their Employment Competitiveness**

Most of the Middle-level finance and economics students are employment-oriented, so the teaching planning as well as standards are based on application-oriented teaching. Based on professional knowledge, we focus on improving the "dual-innovation" ability of finance and economics students, which can not only make them more closely connected with the current financial industry, but also give them unique competitive potential in the job market. Companies increasingly do not need "skilled workers" who focus on counting money, but more "innovators" who can solve problems. Schools should not only focus on teaching finance and economics students the basic knowledge of accounting, but also cultivate students' interdisciplinary integration and innovation ability. The "1+X financial big data analysis" certificate recently launched for finance and economics students is also a microcosm of this development trend. In the future, innovation and entrepreneurial ability will be the core competitiveness of finance and economics students in the process of entrepreneurship and employment.

## **2. The Current Situation of Cultivating Innovation and Entrepreneurial Literacy among Middle-level Finance and Economics Students**

### **2.1. Finance Majors Lack the Cultivation Environment of "Dual-creative"**

In the teaching process of most Middle-level finance and economics majors, basic theory teaching and repetitive practical teaching are the main tasks, and most of the finance and economics competitions also lack the investigation of innovative ability. Therefore, instructors neglect the cultivation of innovative and entrepreneurial thinking to a certain extent for both students in ordinary classes and members of finance and accounting competition teams, which leads to a teaching and learning environment in which "doing" is the main task and "creating" is secondary, or even non-existent.

School teachers continue the teaching methods of conventional vocational high schools for a long time, without updating teaching methods and teaching means, which leads to a considerable part of the finance and economics courses being stereotyped in class and students lacking interest in receiving relevant knowledge. The overall teaching environment of finance and economics majors lacks active and innovative vitality, and the interaction between teachers and students is only limited to one-sided questions in the classroom, so students' critical thinking is not trained and innovative motivation is not mobilized.

### **2.2. The Training Orientation of Finance and Economics Majors is too Much Oriented Toward Theoretical Learning.**

The training plans and objectives are formulated in accordance with the teaching standards and syllabus issued by the Ministry of Education, but in practice they need to be adapted to different regions and different external environments. The education of secondary schools serves the local economy first and provides talents for the development of local industries continuously. However, the current Middle-level finance and economics majors emphasize too much on theoretical knowledge learning in the classroom, while the assessment method is also theory-based. This leads students to pay attention to theoretical examination contents only for the sake of examinations and not to learn to understand the importance of innovation and entrepreneurship, which is contrary to the educational goal of secondary schools to cultivate application-oriented talents. Quality education requires to improve the quality of educated

people in all aspects, and to pay attention to students' ideological and moral quality, ability cultivation and personality development.

### **2.3. There is a Big Difference between the Learning Contents of Middle-level Finance Students and the Job Market Demand**

In the current market environment of "mass entrepreneurship and innovation", secondary-level finance students are the first ones to contact the finance and economics job market compared with students of higher education level, so they need to have the ability and knowledge that are more suitable for the current market environment. The finance job market is changing rapidly, and in recent years, the demand for general accounting personnel is gradually decreasing, and the reliance on complex and innovative accounting personnel is shifting. For Middle-level finance students, what they learn in school is actually gradually disconnected from the direction of changes in the job market, and they lack the ability to actively identify problems, analyze them and solve them. This makes the students face gradually decreasing opportunities when they top up their internship or even choose their career, and it is difficult to have better development prospect in internship and work[2]. These problems are reflected in the student groups of many majors, but finance and economics majors are especially prominent. The main reason is that the development of Middle-level finance and economics education in the past two decades has a large inertia effect, which leads to the difficulties in following up the training methods and teaching content planning of schools when new technologies and new models change the field of finance and economics business industry, and it is difficult to grasp the specific direction even if they are actively reformed. This requires the theory as well as practice of innovation and entrepreneurship to introduce a dynamic and personalized financial education model.

## **3. The Cultivation Ways to Enhance Students' "Double-creative" Ability**

### **3.1. Establishing the Innovation Stimulation Strategy based on the Association Model**

The cultivation of "innovation and entrepreneurship" requires a relatively liberal and relaxed teaching scene. In secondary schools, the pressure of further education is relatively low compared with that of ordinary high schools, so some teaching scenes outside the classroom, mainly based on clubs, can be well developed.

For the further development of "innovation and entrepreneurship" education, we can take the "double-creative" clubs as the basis, further explore the school's own innovation and entrepreneurship resources, and gradually attract students who want to improve their own pioneering and innovative ability to join. And based on the local area, we can establish "dual-innovation" cultivation projects with local related industries and enterprises, so as to truly realize that secondary school education serves the local industry, contributes to the economic and cultural development of the region, and further improves the influence of secondary school finance majors.

The association model is not only limited to the school association itself, but on top of that, all the resources that can help the development of "dual-innovation" education are integrated to provide students with a good environment for innovation and entrepreneurship, drive students' enthusiasm for innovation and cultivate their entrepreneurial thinking. In the school, we set up a competition for entrepreneurial projects, select outstanding projects and excellent business plans and provide support for project incubation; in the curriculum, we introduce the current financial frontier dynamics to enhance the bond between students' ability and the financial job market; in the guidance of teachers, we organize financial teachers to learn innovative and entrepreneurial education methods and methods, improve their own "dual

innovation" level, and do a good job in developing students' innovative ability. In terms of teachers' guidance, we organize finance and economics teachers to learn the ways and means of innovation and entrepreneurship education, enhance their own "double creation" level, and be good guides for the development of students' innovation ability[3].

### **3.2. Improving the Investment in Hardware Facilities for Innovation and Entrepreneurship Education**

To improve the quality of innovation and entrepreneurship education, the investment and construction of hardware facilities are essential. On the basis of the original teaching site, the university can plan a special site for innovation and entrepreneurship teaching and cultivation as a "learning and innovation" base, provide a site for the construction of innovation clubs, and set up several innovation offices for student teams to use. Meanwhile, related facilities can be gradually introduced according to innovation orientation, such as related computer equipment, office equipment and software such as sandbox management, which can help the practice of innovative and entrepreneurial activities of finance and economics majors and the development of students, and further shape the innovative and entrepreneurial atmosphere of the school.

### **3.3. Sound Evaluation System of Innovation Development Responsibility System**

To make the innovation cultivation of finance and economics majors lasting, it is necessary to improve the responsibility system and system construction. First of all, the school needs to clarify the person in charge of innovation and entrepreneurship-related project planning, and establish a clear and specific evaluation system for students and instructors of the project, and regularly assess and test the stage results. Not to let the "dual innovation" training is just a flash in the pan, we need a sustainable and reliable system to ensure that everything can be done by specific responsible persons and every student can find a way to participate, which can make the dual innovation training of finance and economics majors sustainable. Secondly, the system of innovation and entrepreneurship education needs to be institutionalized and effectively implemented at the beginning of subsequent related courses and practical activities. In many cases, schools put a lot of practice and financial resources into the preliminary publicity and promotion of new teaching models, but after one academic year or even less, if there are no significant achievements, the new models will gradually disintegrate from instructors, students to the supporting system. This is often due to the lack of attention to the construction of the guarantee system and the lack of long-term foundation planning at the beginning. Therefore, to build a guarantee system for innovation and entrepreneurship education, it is necessary for the university to start from the long term, pay attention to the long-term accumulative effect, and ensure that special departments and teams can deeply cultivate the fertile ground of "dual innovation", so that students can not only be participants, but also be an important part of promoting the development of innovation and entrepreneurship in the university.

At the same time, in terms of students' training, the credit standard is revised to clarify the target requirements of innovation and entrepreneurship education for Middle-level finance students, so that innovation spirit, entrepreneurial consciousness and innovation and entrepreneurial ability become important indicators for evaluating the quality of students' training. Establish a perfect evaluation system for students' innovation and entrepreneurship, which is integrated into the classroom teaching of each subject and after-school extended counseling in conjunction with professional courses, so that students have a direction to work hard, motivation to learn and action requirements.

### 3.4. Add Innovative Elective Courses on the Basis of the Main Professional Courses

The cultivation of innovative and entrepreneurial ability is inseparable from the supporting curriculum plan, and the school side should organize and develop relevant finance and economics innovative and entrepreneurial elective courses to meet the learning and exploration needs of students. These classes are elective courses voluntarily chosen by students, which are more independent, active and participatory than standardized regular classes, and allow learners to think out of the box and put forward personalized views and ideas based on professional course knowledge. Moreover, such elective courses are the derivation and expansion of the main courses of finance and economics, which can not only help students consolidate and deepen the content of basic course knowledge, but also better make students' learned accounting knowledge concrete and reach the level of practical application. Therefore, innovative elective courses in finance and economics can be open to a wider range of disciplines and majors, and can be open to the minds of different majors, so that they can be organically combined with the content of innovative and entrepreneurial activities in finance and economics to form an innovative and entrepreneurial training base.

## 4. Conclusion

Based on the above elaboration, the development of "double-innovation" club and the sound evaluation system of innovation development responsibility have an important and positive role in promoting finance education in secondary schools, and can also improve the insufficient connection between finance teaching and employment market in secondary schools. Secondary schools need to deepen the construction of innovative and entrepreneurial atmosphere to contribute more innovative financial talents to the regional economic development.

## Acknowledgments

I would like to thank all of you for helping me in writing this paper.

My deepest gratitude is first to professor Lihua Huang, my mentor, for her constant encouragement and guidance.

Secondly, I would like to express my heartfelt thanks to Ms. Yinghong Huang, who has given me writing guidelines.

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