

Application of "Hybrid" Teaching Method in the Teaching of Financial Management Course

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Abstract

In recent years, the reform and innovation of teaching methods of professional courses in Colleges and universities has become one of the important topics discussed by people. As the core course of economics and management specialty, financial management course also urgently needs dynamic teaching methods. The "hybrid" teaching method is suitable for the teaching reform of this course. This paper discusses the connotation, essence and teaching mode of the "hybrid" teaching method, and puts forward the application strategy of the "hybrid" teaching method in the course of financial management through the investigation of the application status of the "hybrid" teaching method in Applied Undergraduate Colleges and universities.

Keywords

Application of "Hybrid"; Teaching Method in Financial Management Course.

1. Introduction

In the context of Internet and big data, how to teach, learn and make good use of professional courses is the external driving force to promote teaching reform, while how to cultivate students into strong professional ability, speculative ability and innovation ability, which can meet the needs of social and enterprise talent goals, is the internal driving force to promote teaching reform in Colleges and universities. Financial management course is the core course of economics and management majors. In recent years, it has become the consensus of colleges and universities to advocate the teaching reform of professional courses from top to bottom, introduce new teaching ideas and explore teaching methods suitable for students' needs. Case teaching method, problem elicitation teaching method, discussion teaching method, action oriented teaching method, scenario simulation teaching method, project teaching method, constructivism teaching - scaffolding teaching method are all reflected in the teaching of various courses. However, through many years of professional teaching practice, the "hybrid" teaching method is more suitable for the teaching needs of financial management courses.

2. Connotation and Essence of "Mixed" Teaching Method

Blended learning is a new term in the field of education, but its concept and thought have existed for many years. We can summarize it as blended learning is to improve learners' learning satisfaction and optimize the combination of learning through the effective mixing of learning elements such as various learning subjects, learning modes, learning environment, and learning content, to achieve the best learning effect and economic benefits. Through the combination of online learning and collaborative learning, students can not only construct a new learning environment, but also play a complementary role in the classroom.

The ultimate purpose of carrying out mixed teaching is not to use the online platform, build digital teaching resources, or carry out fancy teaching activities, but to effectively improve the learning depth of most students. In the study of financial management courses, the classification of learning contents is certain, which is not as changeable as we think, and there

are scientific laws for different types of learning, and there are laws for the teaching of these types of contents. Similarly, it is not as "teaching without fixed method" as we think, and the so-called "teaching without fixed method" is only a superficial problem. Various teaching methods are very certain in basic logic. Of course, we must optimize the treatment according to the actual situation, because we may not have the preconditions needed to carry out the best teaching. In short, we should strive to achieve the goal of improving students' learning depth according to the laws of learning and teaching.

Among the basic laws of learning and teaching, the following four are particularly key. First, learning is a process in which learners actively participate; Second, learning is a gradual process of experience accumulation; Third, different types of learning have different processes and conditions; Fourth, for learning, teaching is the external condition of learning. Effective teaching must be an activity that gives timely and accurate external support to learners according to the law of learning.

As mentioned earlier, "hybrid" teaching reform has no unified model. However, if we want to give full play to the advantages of online and offline teaching according to the above four general rules of learning and teaching, we should strive from the following three aspects.

First, there are resources online, and the construction specifications of resources should be able to explain knowledge

Online resources are the premise of "hybrid" teaching, because the "hybrid" teaching we advocate is to move forward the traditional classroom teaching through the online form of micro video, give students sufficient learning time, and let each student enter the classroom with a better knowledge base as far as possible, to fully ensure the quality of classroom teaching. In class, our lectures only focus on the key points and difficulties, or the common problems fed back by students in the process of online learning.

Secondly, there are offline activities, which should be able to test, consolidate and transform the learning of online knowledge

Through online learning, students can basically master the basic knowledge points. Offline, after the teacher's shortcomings and key breakthroughs, the rest is to organize students to consolidate and flexibly apply the basic knowledge learned online through carefully designed classroom teaching activities. Let the meeting between teachers and students be used to achieve some more advanced teaching objectives, so that students have more opportunities to participate in learning at the cognitive level, rather than paying special attention to whether students sit in the classroom as before.

Finally, the process has evaluation. Online and offline, the process and results need to be evaluated

Whether online or offline, students need to be given timely learning feedback. Carrying out some online tests based on online teaching platform or other small programs is an important means to feedback students' learning effect. Through these feedbacks, we can make the teaching activities more targeted, not only let the students learn clearly, but also let the teachers teach clearly. Of course, if we take the results of these small tests as an important basis for process evaluation, these test activities will also have the function of learning motivation. In fact, learning should pay attention to both the process and the results, and even we should pay more attention to the process. After all, a solid process is the most reliable basis for evaluation.

Therefore, there is no unified model for the "hybrid" teaching reform, but there is a unified pursuit, that is, we should give full play to the advantages of "online" and "offline" teaching, transform our traditional teaching, and change the problems of students' low learning initiative, insufficient cognitive participation, large differences in learning results of different students and so on.

3. Mixed Teaching Mode and Strategy

3.1. Teaching Mode

Teaching mode means that it can provide a variety of learning contents and make different forms of learning contents complementary. So that learners can not only learn the knowledge system with strong structure, such as receiving real-time teaching and learning network courseware, but also have access to a large number of information resources, such as searching network resources, which is conducive to cultivating their ability of lifelong learning. Mixed teaching mode includes mixed classroom teaching and online teaching; Mixed online teaching and access to instructors and instructors; Mixed simulation and structured courses, mixed formal training and informal meetings; Mixed management guidance and electronic activities.

3.2. Tactics

Learning and teaching strategies: in order to ensure the smooth progress of mixed teaching, corresponding learning and teaching strategies must be adopted in teaching practice. Whether these strategies are applied properly will directly affect the teaching effect.

3.2.1. Learning Strategies

"Mixed teaching" based on information technology and good curriculum integration requires learning to have the following characteristics: students are the main body of teaching activities; The learning process is based on independent exploration, and learners must negotiate and cooperate; Learning is centered on problems or subjects; Information technology is the main learning tool. Therefore, students should pay attention to the following learning strategies in the learning process:

First, have a strong sense of problems. Once students have problem awareness, they will be interested in solving problems. At the same time, if they are interested in knowledge itself, they will have a psychological tendency to learn. In teaching, new knowledge is often introduced from other subject knowledge or problems in real life. These problems with practical background can stimulate students' curiosity about the new knowledge and their desire to solve these problems.

Second, actively participate in the problem-solving process in the form of group cooperative learning. "Mixed teaching" emphasizes students' active participation. Learning tasks are mainly completed through students' independent exploration and cooperative learning. When working in groups, groups are often divided into groups of 3-5 people. Each group is divided into groups according to students' interest in the exploration topic. Group members jointly complete a research topic. In the exploration process, group members have both division of labor and cooperation, Students should actively use various information tools to obtain, analyze and process information, and share it with group members in the process of activities.

3.2.2. Teaching Strategies

Teaching is the main embodiment of the teaching mode. Its basic approach and steps are to rely on the hybrid teaching platform. Teachers must carefully design teaching resources in advance, including learning assignment, guidance instructions, teaching courseware, micro class video and animation, test questions, expansion training and other course teaching resources, and upload them to the course platform, according to relevant requirements, students log in to the course teaching platform before class, learn online, watch relevant teaching resources and complete relevant tasks. Teachers monitor, answer questions and guide online in real time, and students complete online tests and discussions. According to students' online learning situation, teachers design targeted offline classroom teaching contents, methods, and steps, generally including allowing students to display online learning results, organizing students to comment and summarize, generating and combing corresponding knowledge points, arranging new and

more difficult tasks and questions, and testing students' learning and mastery of relevant knowledge. Students discuss and show in groups, then organize comments, spiral improve students' cognition and ability, and finally assign new learning tasks. In this way, the hybrid teaching mode with students as the main body and teachers using a variety of teaching methods is perfectly applied in curriculum teaching, which can stimulate students' learning autonomy to the greatest extent, cultivate students' learning habits and learning methods, improve practical operation ability, and help to improve teachers' teaching ability and teaching effect.

4. Application of "Hybrid" Teaching Method in Financial Management Course

Financial management course is the core course of economic management specialty. It has the characteristics of strong theory, strong practical operability, strong comprehensiveness, strong professionalism, profound content and difficult to understand. It is difficult for students to control it. Therefore, most applied undergraduate colleges and universities have reformed the teaching methods of this course, and many colleges and universities advocate the application and promotion of "hybrid" teaching methods.

4.1. Application Status of "Hybrid" Teaching Methods in Applied Undergraduate Colleges and Universities

In order to better understand the application of "hybrid" teaching method in financial management courses, a questionnaire is specially designed to investigate some Application-oriented Undergraduate Colleges and universities in Zhejiang Province, Henan Province, Anhui Province, Shandong Province, Guizhou Province, Guangxi Province, Jilin Province and Guangdong Province. The basic contents of the survey involve the teaching methods commonly used by teachers in daily teaching: case teaching method Question elicitation teaching method, discussion teaching method, action-oriented teaching method, scenario simulation teaching method, project teaching method, constructivism teaching - scaffolding teaching method, hybrid teaching method, etc. can be one or multiple teaching methods applied at the same time.

Table 1. Survey summary of common teaching methods of financial management course in Applied Undergraduate Colleges

province	Number of institutions	teaching methods							
		Case teaching method	Question elicitation teaching method	Discussion teaching method	Action oriented teaching method	Situational simulation teaching method	Project teaching method	Mixed teaching	Other teaching methods
Shandong	ten	ten	five	six	one	two	0	six	3three
Zhejiang	ten	ten	six	eight	five	three	four	nine	two
Henan	ten	eight	two	eight	two	0	0	three	five
Anhui	ten	ten	five	nine	three	0	two	five	three
Jilin	ten	ten	five	eight	three	one	0	three	four
Guizhou	ten	ten	five	eight	two	one	0	three	three
Guangxi	ten	eight	five	eight	two	two	0	two	five
Guangdong	ten	ten	eight	nine	six	three	four	eight	three

From the above table (I), we can see the application of various teaching methods in financial management teaching. As a traditional teaching method, case teaching method is basically applied in every school, followed by discussion teaching method, and scenario simulation teaching method and project teaching method are least applied. Then look at the application of the "hybrid" teaching method in the course of financial management. At present, it has not been popularized. 90% of colleges and universities in Zhejiang Province, 80% of colleges and universities in Guangdong Province, followed by 60% of colleges and universities in Shandong

Province. Most colleges and universities in Guangxi and Guizhou have not applied it. It can be seen that although the mixed teaching method has a good effect, it needs to be closely related to Internet technology and resources. At the same time, the educational concept and thinking mode need to be constantly updated. Therefore, the regional teaching concept with advanced concept and technology and the application of information technology will also play a leading role. Neither colleges and universities in Zhejiang Province nor those in Guangxi Province have fully promoted and applied the hybrid teaching method in the teaching of financial management, which shows that most Application-oriented Undergraduate Colleges and universities in our country still focus on the traditional teaching methods, closely combine the Internet big data technology, and make full use of the new methods of advanced teaching ideas, teaching resources and teaching technology. The new concept needs to be further explored and popularized.

4.2. Application Strategy of "Hybrid" Teaching Method in Financial Management Course

4.2.1. Adhere to the Principle of Taking Students as the Main Body and Create a Good Interactive Atmosphere

In the teaching of financial management course, if teachers want to make rational use of mixed teaching methods, they need to highlight the students as the main body, give full play to the students' subjective initiative, guide students to think and explore problems independently, and then effectively improve the quality and efficiency of students' Party learning. In practical teaching, students should be organized to cooperate and interact, so that the advantages of hybrid teaching method can be brought into full play. In this process, teachers can combine the teaching content and the actual situation of the student party to create good interactive scenes for students. Conditional learning can arrange scenes to help teaching, which helps students' thinking quickly integrate into teaching activities. For example, when talking about the time value of monetary capital, we can ask students whether your family has bought a house. It is bought with full payment, or part of the down payment, and the rest is bought by bank loan installment payment. Let them calculate for themselves. Although the price you buy this house is the same, the payment method is different. Finally, the total house payment you pay is different. The final actual payment of the loan purchase method is greater than that of the full payment purchase method. The higher difference is the time value of the capital. In order to stimulate students' interest, awaken their thirst for knowledge, and make them realize that these investment and financial knowledge are also useful in real life. Then teachers can use network resources and cases to introduce new courses to be taught, and master a series of systematic knowledge by theory + practice + calculation formula. Finally, if you want to know the students' mastery of the knowledge of this class, you can ask questions and let the students think + discuss + show. For example, if you need 300000 venture capital in three years, with an annual compound interest rate of 6%, ask how much your family needs to save for you to meet your career planning needs. Combined with the needs of real life, professional financial knowledge, and calculation, as well as the opportunity to show extra points in class, which can mobilize students' initiative and enthusiasm to participate in learning. This atmosphere of "active learning + happy learning" helps them master their knowledge easily and happily.

4.2.2. Skillfully Use the "Flipped Classroom" to Improve the Quality of Students' Preview before Class

Flipped classroom, also translated as "flipped classroom", refers to readjusting the time inside and outside the classroom and transferring the decision-making power of learning from teachers to students. With the valuable time in the classroom, students can focus more on active project-based learning and jointly study and solve the challenges of localization or globalization and other real-world problems, to gain a deeper understanding.

In this teaching mode, students watch the teacher's video explanation before or after class and study independently. Teachers no longer occupy classroom time to teach knowledge. The classroom has become a place for interaction between teachers and students and between students, including answering questions, cooperative exploration and completing their studies, to achieve better educational results.

Why has "flipped classroom" attracted much attention? This is because "flipped classroom" is the main content in the composition of mixed teaching mode, which has its own irreplaceable characteristics: first, no matter what course has the characteristics of short and concise teaching video. Most videos only take a few minutes, and longer videos only take more than a dozen minutes. Each video is aimed at a specific problem, has strong pertinence, and is more convenient to find; The length of video should be controlled within the time range when students can concentrate, which is in line with the characteristics of students' physical and mental development; The video released through the network has many functions such as pause and playback. It can be self-control and is conducive to students' autonomous learning. For example, when explaining the content of investment decision-making in the financial management course, you can simulate two investment projects, analyze the data calculated by the net present value method in the form of dialogue between department managers in the video, and judge which project is the best. In this way, students can intuitively master calculation formulas and analysis methods through vision and scene, and have a strong interest in knowledge points. This teaching method is more popular with students than the didactic "full house filling"; Second, the teaching information is clear. The only thing you can see in the video is his hand, constantly writing symbols of some formulas, and slowly filling the whole screen with voice over to explain with writing. This way makes students feel that it doesn't seem like the teacher standing on the podium lecturing for them. It makes people feel intimate, just like the teacher sitting at the same table with them, studying together and writing the content on a piece of paper. " This is the difference between the teaching video of "flipped classroom" and the traditional teaching video. The teacher's Avatar in the video and various items in the classroom will distract students' attention, especially in the case of students' autonomous learning; Third, reconstruct the learning process. Usually, students' learning process consists of two stages: the first stage is "information transmission", which is realized through the interaction between teachers and students, students, and students; The second stage is "absorption and internalization", which is completed by students themselves after class. Due to the lack of teachers' support and peer help, the stage of "absorption and internalization" often makes students feel frustrated and lose their motivation and sense of achievement. "Flipped classroom" reconstructs students' learning process. "Information transmission" is carried out by students before class. Teachers can not only provide videos, but also provide online counseling; "Absorption and internalization" is completed through interaction in the classroom. Teachers can understand students' learning difficulties in advance and give effective guidance in the classroom. The mutual communication between students is more helpful to promote the absorption and internalization process of students' knowledge; Fourth, review and detection is convenient and fast. After watching the teaching video, whether students understand the learning content or not. The four to five small questions immediately following the video can help students detect in time and judge their learning situation. If you find that several questions are not answered well, students can look back and think carefully about what is wrong. Students' answers to questions can be summarized and processed through the cloud platform in time to help teachers understand students' learning status. Another advantage of teaching video is that it is convenient for students to review and consolidate after learning for a period. The follow-up of evaluation technology enables students to obtain empirical data in relevant links of learning, which is conducive to teachers' real understanding of students. For example, after the chapter on capital structure decision-making is finished, to understand the students'

mastery, you can put forward the key and difficult contents behind the video: Question 1: try to analyze the different characteristics of capital use expenses and financing expenses in capital cost; Question 2 try to compare the operating leverage coefficient, financial leverage coefficient and joint leverage coefficient; Question 3 try to explain the basic principle and decision-making standard of capital cost comparison method; Question 4 try to explain the basic principle and decision-making standard of earnings per share analysis method.

4.2.3. Design Micro Courses through Resources to Improve Students' Self-study Ability after Class

In the teaching of financial management course, the mixed teaching method is applied. Teachers need to focus on cultivating students' after-school Self-study ability. If conditions permit, teachers can design micro courses according to the teaching content and network media technology, and transfer the micro courses to the learning platform, so that students can download and watch the micro course content through terminal equipment, so that they can study independently. Through the use of micro courses, we can effectively refine the classroom teaching content and enable students to continuously improve their ability of investment and financial management and capital operation in micro courses. In addition, teachers can also use WeChat and QQ to supervise students' after-school learning, and take this as a platform to communicate with students in time to solve the problems encountered by students in the review process, to effectively improve students' learning quality and efficiency. For example, after the inquiry activity class of the application of earnings per share analysis method, teachers can find some typical successful cases about the selection of investment project decision-making methods at home and abroad in Internet resources, make micro classes and upload them to the learning platform for students to watch and study. On the learning platform, students can discuss the problems existing in the process of watching micro classes, or seek teachers' help to solve the problems. This learning method can effectively consolidate the contents learned in the classroom, broaden students' horizons, expand students' knowledge, and further stimulate students' enthusiasm for learning financial management.

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