

Teaching Reform and Practice of Financial Management Course in Application-Oriented Universities in the Era of Big Data

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Abstract: Under the background of the continuous development of science and technology, the era of big data has come in an all-round way, and big data technology has also been widely used in the education industry. The course of financial management in applied colleges and universities is a highly applied course, which focuses on the substance of the course. Teachers need to create a good learning environment for students with the help of information technology, and constantly cultivate students' professional skills and professionalism. In order to improve the quality of financial management courses in colleges and universities, this paper mainly analyzes the management courses in application-oriented colleges and universities, expounds the factors affecting the practical teaching quality of management courses in colleges and universities, and analyzes the teaching methods of management courses in application-oriented colleges and universities. Finally, it is concluded that only when teachers constantly improve their teaching level, can students' learning level be improved by combining theory with practice.

Keywords: The Era of Big Data; Colleges and Universities; Financial Management Course

Introduction

Teaching reform and practice In the process of the continuous reform of China's education system, the social demand for talents has changed. Nowadays, major enterprises are more inclined to recruit applied talents, which has led many colleges and universities in China to change their teaching methods and focus on cultivating students' application ability. After years of practical exploration, teachers of applied financial management have formed a professional teaching system. However, there is still a lot of room for improvement in the background of big data era, and there are still many problems in the course of financial management from the perspective of students' learning quality, which has affected the future development of the major. In order to solve this educational situation, it is necessary for universities and teachers to work together, innovate teachers' educational methods, invest more teaching resources and actively cultivate applied financial management talents.

1. An overview of financial management courses in colleges and universities

With the rapid development of China's social economy, people's demand for entrepreneurship is getting higher and higher, and many new enterprises have sprung up, resulting in an increasing demand for financial management talents. In the major of financial management in colleges and universities, financial management courses mainly include accounting courses, financial management courses and other courses of economic management, which all correspond to the specific positions needed by social enterprises and are important courses for cultivating applied talents. In order to meet the social demand for talents, colleges and universities need to strengthen the training of financial management professionals, focusing on students' comprehensive ability, including students' ability to master theoretical knowledge and practical operation. Therefore, the education system of financial management in colleges and universities needs to make appropriate changes, add practical teaching to the traditional education mode, continuously cultivate students' comprehensive ability and help students become applied talents,.

2.The problems existing in the practical teaching of financial management courses in colleges and universities

2.1 Too much emphasis on theoretical teaching

In the major of financial management in colleges and universities, many teachers still use traditional teaching methods, such as spoon-feeding teaching and indoctrination teaching, etc. These teaching methods are no longer applicable to the current educational form. Teachers talk blindly on stage and students listen in the audience. Too complicated theoretical knowledge will make students feel great learning pressure, and students' learning effect will not achieve the expected effect in the long run. The traditional teaching mode pays too much attention to theoretical teaching, which shows that teachers regard textbooks as the core of education, take cultivating students' memory as the main teaching method, and focus on making students recite knowledge points in a short time, so as to achieve higher academic performance. This educational mode is only superficial, students have not really learned knowledge, students lack time for independent thinking and practical opportunities, and their future development has been seriously hindered.

2.2 Lack of attention to practical teaching

In the teaching of financial management specialty in higher vocational colleges, many teachers lack enough attention to practical teaching. These teachers think that the effect of practical teaching can be achieved by interspersed with some practical cases in theoretical teaching, which is completely wrong. The teaching mode of classroom practice case is planned and organized, so it is difficult for students to learn knowledge in the set practice content, and their understanding of practice teaching is limited, and their ability to find, analyze and solve problems has not been improved. 2.3 Financial management school professional foundation is weak

The professional infrastructure of some colleges and universities is very weak, lacking professional laboratories, and the purchase of professional software is not enough, so students can't learn relevant knowledge comprehensively. Even though there are specialized financial management laboratories in colleges and universities, many laboratories are used to do some accounting simulation work, but they have not carried out financial management practice, and professional laboratories have not played their real role.

In the education of financial management in colleges and universities, teachers should make clear the teaching objectives and arrange the theoretical teaching content reasonably. Because of the influence of traditional educational ideas, many teachers' educational ideas have not changed, which leads to the classroom paying too much attention to theoretical teaching and neglecting practical teaching. Students' general interest in learning is not high, and their acceptance is not high, so their academic performance is naturally getting worse and worse. Clarifying the teaching objectives mainly refers to clarifying what the applied talents trained by financial management in colleges and universities refer to, including the training methods, training processes, theoretical and practical teaching of financial management in colleges and universities, etc. The training method of applied talents mainly refers to the combination of theoretical teaching and practical teaching, in which teachers need to pay attention to the proportion of theoretical teaching in the classroom and properly handle the relationship between theory and practice, so that they can neither abandon theory but pay attention to practice, nor pay too much attention to theory without practice. Theoretical teaching mainly relies on textbooks, which are of great learning significance, but boring theoretical knowledge is difficult to interest students. Only by combining theory with practice can students understand the theoretical meaning in practice. The training process of applied talents is mainly to help students understand the specific definition of financial management and the current situation and future development trend of the industry. Then carry out theoretical teaching, the teaching content should pay attention to gradual progress step by step, and increase the difficulty continuously. After theoretical teaching, carry out practical teaching, so that students can feel the meaning of theoretical knowledge personally and consolidate what they have learned in practice.

2.4 To carry out practical teaching

The practical courses of financial management in colleges and universities are mainly based on ERP sand table, which covers all aspects of enterprise operation, which are of great significance to the development of enterprises. ERP sand table requires students to have the ability of market analysis, strategy formulation, marketing planning and organization production, which are the key factors to determine the future direction of enterprises. Colleges and universities need to actively cooperate with the needs of financial management majors, invest teaching funds to provide students with practice venues and instruments needed for practice, and provide

students with a professional practice environment. In the ERP sandbox, students are like managers of an enterprise, who mainly manage the company's finances. Students should first understand the social development situation and the market trend, then formulate development strategies and directions according to their own company's operation, and learn scientific and reasonable management rules in the ERP sandbox. Students also need to pay attention to cultivating team spirit in practice, so as to improve their overall management ability and help enterprises to produce and develop better. The practice mode of ERP sand table has two advantages. The first advantage is that although ERP sand table is very professional, it also has some game nature. Students can learn about enterprise operation and the specific application of financial management in practice during the game, which can greatly improve students' interest in learning. The second advantage is that students can review theoretical knowledge with the help of ERP sand table in practice, thus deepening the impression of theoretical knowledge in students' minds and helping students complete their studies better,

2.5 Strengthen school-enterprise cooperation

The educational model of school-enterprise cooperation has a long history of development. In the past, the success rate of school-enterprise education was high, and students performed well in enterprise internships, so they can directly enter the enterprise work after graduation. However, the current employment situation is grim, and many students practice in off-campus enterprises only to obtain an internship certificate and then graduate smoothly, which does not really reflect the effect of school-enterprise cooperation. Nowadays, colleges and universities still need to strengthen the educational mode of school-enterprise cooperation, establish cooperative relations with off-campus enterprises for a long time, and treat each other honestly. In the internship stage, off-campus enterprises select interns, provide students with a stable off-campus training base, and carry out an order-based talent training mode. When students perform well and have applied ability, off-campus enterprises need to enroll.

Conclusion

To sum up, with the continuous development of China's education industry, more and more college students graduate every year, and many jobs are saturated, which leads to a severe social employment situation and difficulties for college students. In this case, colleges and universities should cultivate applied talents that meet the needs of social production and development, highlight the characteristics and abilities of talents, and help talents adapt to and understand society more quickly. Therefore, in the major of financial management, schools need to pay attention to the reform and practical research of financial management, increase teaching resources, improve teaching environment, innovate teaching methods, improve teaching quality, and cultivate students into applied talents with high quality and high culture.

References

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