

Discussion on the Teaching Reform of Financial Management Course under the Background of Double Innovation

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Abstract. Course teaching reform is the fundamental way to improve college students' entrepreneurship ability. Colleges and universities should strengthen the process of professional curriculum innovation and entrepreneurship education reform. Financial management course is an important course in Colleges and universities, with strong application and practical characteristics. With the constant changes of social and economic development, there is a big gap between the financial management curriculum and the needs of social development. As a result, the situation of "double creation" has attracted wide attention in the field of education. Colleges and universities should consciously strengthen the establishment and cultivation of students' innovation and entrepreneurship awareness in personnel training. Carry out active and effective financial management curriculum reform. This paper makes an analysis and Discussion on the reform of financial management curriculum in undergraduate colleges and Universities under the situation of double-creation.

1. Introduction

The implementation opinions on deepening the innovation and entrepreneurship education reform in Colleges and universities issued by the general office of the State Council points out that deepening the innovation and entrepreneurship education reform in Colleges and universities is an urgent need for the country to implement the innovation driven development strategy, promote the upgrading of economic quality and efficiency, and promote the comprehensive reform of higher education. It is an important measure to promote higher quality entrepreneurship and employment of College graduates.

Under the background of the new normal state policy of "mass entrepreneurship and innovation" and "double innovation", the undergraduate colleges should catch up, adjust and revise the professional teaching standards, and actively carry out the teaching reform of professional courses. As an important part of enterprise management, financial management serves investors no matter what stage the enterprise is in. Therefore, the teaching reform of financial management course is imperative.

2. Analysis of Current Teaching Situation of Financial Management Course in Undergraduate Colleges and Universities

2.1 The teaching method is single and lacks practical links.

According to the investigation, it is found that "lack of practical operability", "single teaching method" and "lack of comprehensive case discussion" are important problems in the current teaching process of financial management. Even with the integration of case studies and other classroom contents, students also believe that "the integration of practical teaching and social practice is not high", and thus feel no gains. Most students hope that in the course of teaching, they can attach equal importance to both theoretical level and practical application. Practical teaching is an important

supplement to the traditional training mode of financial management talents. It can be seen that relying solely on classroom instruction has been unable to meet the needs of students.

At the same time, most entrepreneurs believe that "financial management knowledge is very important for entrepreneurship". However, at present, financial management courses are still mainly taught in the classroom, which makes it difficult for students to apply the theoretical knowledge in the classroom flexibly to practice, and can not meet the needs of knowledge reserve for entrepreneurship. Even in the existing simulation experiment, it simply imitates the teacher's demonstration and runs the data program that has been set up, which is quite different from the real application of financial management knowledge. It can be seen that the current teaching mode plays a limited role in improving students' innovation and entrepreneurship ability.

2.2 Emphasis on theoretical teaching and low participation of students

Due to the difficulty of financial management course itself and the limited class hours, teachers still give priority to teaching and problem-solving in the course of teaching, with relatively few discussions among each other and very low participation of students. At the same time, most teachers pay too much attention to the rigorousness of the curriculum structure, ignoring students' subjective feelings and participation, making students gradually lose the ability to think independently, solve practical problems and create innovation. This "indoctrination" teaching method makes the teaching process become a pure teacher's behavior which lacks the status of learning subject, suppresses students' thirst for knowledge, and has little effect on students' innovation and entrepreneurship.

2.3 Paying attention to content explanation, poor integration of knowledge

The survey results show that most of the people who have participated in various business competitions think that financial management knowledge is very important and very important in the process of writing project books. It can be seen that in the process of students participating in various business competitions, financial management knowledge is essential and very important. Most people think that "comprehensive financial analysis ability" is the most professional quality they want to acquire from the course of financial management.

Financial analysis ability is a comprehensive ability. But at present, the teaching of financial management still focuses on the four modules of financing management, investment management, operation management and profit distribution management. Each module has different points, the contents of each module are separated from each other, and the internal connection between the four modules and the skilled use of financial analysis are also lack of in-depth explanation. There is a big gap between the integration of financial management knowledge and the training and flexible application of students' financial analysis ability.

2.4 Lack of a strong, experienced and echelon of "double-creative" teaching staff

The real progress of universities must depend on teachers, but in the educational community of financial management, the problem of young teachers is particularly prominent. In addition, a considerable number of teachers lack practical education experience, and it will take some time for them to integrate innovation and entrepreneurship elements into practical teaching. Therefore, it is urgent to break through the hidden mark of "double-creative" teacher construction.

3. The Countermeasure of Developing the Teaching Reform of Financial Management Course under the Background of "Double Creation"

3.1 Enriching Teaching Methods and Means to Improve Teaching Effect

1. Diversification of teaching methods

Case teaching is the most common teaching method to integrate the knowledge learned in the course of financial management. At present, many teachers have introduced case-based teaching mode into the classroom, but most of the existing case-based teaching still focuses on teachers' teaching and students' participation is very low. The main reasons for this phenomenon are

improper case selection and teaching methods. Teachers should first select typical cases according to the course content, and then adopt the "guiding" teaching method to construct the "thinking - finding - solving - breakthrough" teaching mode. Through case explanations, breakthroughs can be achieved from theory to practice, and then from practice to regression theory, so as to cultivate students' ability to analyze and solve problems independently. In addition, we can try practical guidance method, task-driven method, experimental teaching method and so on.

2. Modernization of teaching means.

(1) Calculate financial data with Excel. In order to overcome the shortcomings of difficult calculation of financial management data, the focus of students' learning is shifted from the calculation of financial data to the decision-making using data.

(2) Using "Internet + Education" to set up online courses. We can open the network classroom teaching platform of financial management and construct high-quality network teaching resources. At the same time, we should guide students to make use of micro-class learning after class, so that the learning process is not limited to the classroom.

3.2 Integrating entrepreneurship projects into classroom teaching to improve students' entrepreneurship quality

On the basis of theoretical teaching, the course of financial management encourages students to form a team to plan entrepreneurship projects. Through a series of activities such as self-selection of topics, formulation of plans, Market Research and so on, a mature plan for entrepreneurship projects is finally formed. Writing content of innovative project plan, combining theoretical study with practical application, is very important to improve students' classroom participation, and is also an effective measure to improve students' comprehensive quality of entrepreneurship. The writing of project planning book can not only improve the students' ability of integrating theory with practice, let them go out of the classroom to conduct social research, cultivate the ability of data collection and analysis, but also cultivate the students' innovative spirit, team cooperation consciousness, initiative thinking and leadership decision-making ability and quality in team division of labor and cooperation.

In addition, the mature entrepreneurship plan to teachers and students shows, not only can fully apply the knowledge learned, but also can fully mobilize the enthusiasm of students to learn, through teacher comments, but also can discover the blind spots of knowledge application, leaving room for students to think further. In this way, the study of financial management can make theory run through practice, and then ruminate theory by practice. At the same time, a large number of research and continuous revision process of the project plan, so that students involved in hunting knowledge systematization, in order to improve students' ability to participate in various entrepreneurship competitions provides a good training platform.

3.3 Promoting the Course Practice and Integrating the Course Resources

The need of "double creation" urges the focus of teaching in Colleges and universities to gradually shift from theoretical teaching to practical teaching. Financial management is a highly applied course, which makes theory and practice better integrated. ERP Sand Table Laboratory can simulate the overall financial operation of enterprises, and enable students to fully apply every knowledge point from financing, investment to operation and profit distribution on the platform. It can not only cultivate students' financial analysis ability, but also cultivate the ability of financial overall management. At the same time, 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 adequate knowledge reserves for entrepreneurship.

3.4 Reforming the way of curriculum assessment and reconstructing the curriculum evaluation system

Objectives determine the content and attitude of learning, and the way of curriculum assessment directly affects the enthusiasm and participation of students in practical courses. At present, the course of financial management is still based on written assessment, which evaluates the degree of

mastery of knowledge by scores, and has a single means of assessment. The "examination score orientation" virtually inhibits the formation of students'innovative consciousness. Students can still get high marks by rote memorization of classroom theoretical knowledge. However, the course of financial management is more practical. It is obviously not enough to simply use the roll-up score as the criterion for evaluating the performance. The traditional assessment method has not met the teaching concept and goal requirements of innovation and entrepreneurship. The reform of financial management curriculum will inevitably lead to the reform of assessment methods. In order to cultivate students'practical ability and innovative spirit, it is necessary to increase process control and enrich curriculum assessment methods. The proportion of application achievements such as enterprise project planning books and curriculum training links should be increased in order to assess students' application abilities more.

3.5 Establishment of a "Dual-Teacher and Dual-Ability" Teachers Team with "Specialized Teachers as the Main Teachers and Specialized Teachers as the Combination of Specialized Teachers and Part-time Teachers"

Teachers are the key to cultivate innovative talents. Diversified teaching staff is an important factor to further promote curriculum reform. At present, the traditional classroom teaching of financial management is still the main body of teaching. Although university teachers have profound theoretical foundation, they seldom have the opportunity to participate in entrepreneurship activities and social practice personally. Their knowledge structure can not meet the requirements of innovation and entrepreneurship education. Schools should encourage young teachers to practice in enterprises and accounting firms, to experience the actual working process, to discover the differences between theory and practice, to accumulate professional materials in practical work, to compile practical teaching cases, and to grow rapidly into Dual-qualified teachers.

In addition, schools should introduce more businessmen, successful entrepreneurs and executives into classroom teaching to improve the breadth and depth of financial management teaching. These people have rich practical experience in entrepreneurship, and have a clearer idea of practical application of theoretical knowledge. What they say makes students deeply understand the capital market, which is very important for cultivating students'market logical thinking. At the same time, in the process of imparting theoretical knowledge, the introduction of practical cases is more vivid, which has a strong leading role in cultivating students'entrepreneurial ability, and it is easier to stimulate students' entrepreneurial enthusiasm.

4. Conclusion

To sum up, the implementation of financial management curriculum reform is a long-term and arduous system engineering. In order to meet the needs of social development, it is necessary for colleges and universities to persist in training students'professional ability in practice. Taking the project-based curriculum system as the guidance, setting clear curriculum objectives, improving and innovating the practical teaching methods of curriculum, in order to provide favorable development conditions for students to carry out independent innovation and entrepreneurship.

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