

Research on the Application of Simulation Teaching Method in the Teaching of Securities Investment in Colleges and Universities

Xiyong Xu

Hubei Polytechnic University, Huangshi, 435003, China

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Abstract: Securities Investment is one of the core courses of economics and management major in colleges and universities, which has a strong practicality. Especially in the context of the rapid development of Internet finance, the teaching mode of Securities Investment has been impacted and challenged. If it is not changed, it will inevitably be difficult to adapt to the needs of today's market and industry development, and it is difficult to cultivate the talents needed by the securities investment industry. Therefore, in order to achieve the goal of cultivating applied talents, it is necessary to innovate the teaching mode of Securities Investment. The simulation teaching method closely combines the course teaching with the industry development, providing a new teaching direction for the course of Securities Investment in the new era. This paper discusses the application of the simulation teaching method in college securities investment teaching.

Simulation teaching method is a teaching mode developed on the basis of modern information technology. It has the characteristics of authenticity, interest and practicality, and meets the needs of the teaching of Securities Investment in colleges and universities. In the teaching of "Securities Investment" in colleges and universities, the application of simulation teaching method can not only simulate the real situation of the securities investment industry, so that students can use the knowledge they have learned to solve problems in real situations, but also can exercise the practical operation ability of students to achieve the effect of integrating theory with practice. As for the specific application of simulation teaching method, teachers need to shorten the gap between simulation and reality as much as possible, select reasonable simulation content in combination with teaching content, and encourage students to participate in discipline competitions to strengthen the simulation effect. Therefore, at this stage, it is necessary for teachers to strengthen the research on simulation teaching method and cultivate more financial talents with strong practical ability for social development.

1. Characteristics of simulation teaching method

1.1. Simulation software teaching

From the application of simulation teaching method, simulation software teaching belongs to a form of simulation teaching method. This teaching method is a way to organize teaching activities by using the simulation teaching software of Securities Investment in the financial laboratory of colleges

and universities. After class, teachers can still use Internet resources to exercise students' trading ability, such as Sina, Netease, Koufu, Gucheng, Big Winner and other websites, to hold a simulated stock speculation contest.

1.2. Simulated Situational Teaching

Simulated scenario teaching is also a form of simulated teaching method. In specific teaching, teachers should simulate a real social scene in the classroom based on the overall teaching requirements and talent training requirements of the financial profession. In addition, the scene has the same function and working process as the reality, and only the project is simulated and assumed by the teacher.

2. Application of Simulation Teaching Method

The content of Securities Investment mainly involves three parts, one is investment tools, the other is securities market, and the third is investment analysis methods. There is a progressive relationship between the three parts, which constitutes the entire curriculum system of Securities Investment. When teaching, teachers can simulate the scene and carry out simulation teaching practice with the help of simulation teaching method according to the teaching content.

2.1. Application in teaching of investment tools

In the course of Securities Investment, the teaching of investment instruments mainly involves stocks, bonds, funds and corresponding instruments derived from finance, which are virtual assets. With the development of information technology and network technology, investment tools are changing towards electronic and information technology. More and more investment work has no actual carrier. College students can only see these contents in computer software, but can not touch them.[1] College students lack perceptual knowledge of these investment tools. Taking stocks as an example, in the simulation of the actual scene, the following assignments are arranged: Each student needs to select a stock as a self selected stock, and then track it for a long time. In order to complete this assignment, college students need to be familiar with the tracked stock, understand its name, code, industry, region, main business, financial situation, major events, stock price and other contents, and pay attention to the stock price trend and information announcement every day. In the process of completing the entire assignment, college students can not only enhance their perceptual understanding of stocks as an investment tool, but also stimulate their interest in securities investment exploration and take the initiative to explore.[2]

2.2. Application in teaching of securities market

From the teaching content of the securities market, it involves two aspects: the issuance market and the circulation market. From the teaching of Securities Investment, the content of the securities market has a strong abstract feature, which is difficult for college students to understand. In the actual teaching, in order to help college students master the process of stock issuance and listing, the following scenarios were simulated:

First, assuming that securities companies, securities exchanges, securities commissions, listed companies, listed companies, accounting firms, law firms and other institutions, college students need to choose one of the roles of these simulated institutions, and then participate in the process of stock issuance and listing. In the process of time participation, college students can have a deep understanding and mastery of IPO, shareholders' meeting and road show.[3] At present, for this part

of the circulation market, teachers can change the teaching way, visit the securities company, arrange college students to the securities company post internship, this can make college students by visiting and practice, familiar with the actual operation mechanism of securities companies, understand the specific account, entrust, trading, clearing and other market trading behavior. In the specific simulation teaching, teachers can organize students to register in the simulation trading platform based on the specific arrangement of securities investment courses, and use the simulated funds in the account to conduct simulation trading, so as to deepen college students' understanding of the securities circulation market. In addition, for the teaching of market supervision, multimedia equipment can be used to broadcast micro-class videos such as financial crisis and financial supervision simulation change, so as to enhance students' understanding of financial supervision[4].

2.3. Application in the teaching of investment analysis method

In the course of "Securities Investment Science", the teaching of investment analysis methods mainly involves the teaching of two methods, one is fundamental analysis, but technical analysis. In the specific teaching, teachers can design the following simulation scenarios: college students are required to use the simulated trading platform to select stocks, buy and sell, and finally write a detailed investment analysis report, and analyze the whole process from the fundamentals and technology. In the specific analysis and fundamental analysis, college students need to consider a variety of factors, such as macroeconomic analysis, medium industry and regional analysis, and micro individual stock analysis. After the fundamental analysis, they should choose stocks. In the analysis of technical aspects, college students need to master a series of contents such as K-line theory, tangent theory, form theory and technical indicators.[5] At present, many stock software support the preparation of indicators, which means that there are many types of indicators for technical analysis, so students need to choose their familiar technical indicators for analysis, and finally analyze their stock selection ideas and trading basis from the technical perspective. After the simulation operation, college students will experience the fun of stock trading, ignite the investment interest, actively participate in the investment practice, and realize the improvement of their comprehensive ability.

3. Existing problems

3.1. Course assessment rules to be optimized

At present, the rules of assessment and evaluation of the practical course of Securities Investment in colleges and universities need to be optimized. As for the assessment of ordinary performance, it is usually evaluated according to the assets and yield of college students' participation in investment practice, and a one-time assessment and inspection is conducted at the end of the period, which is regarded as the students' ordinary performance. However, this single assessment method is obviously lack of scientificity. If students do not conduct simulated transactions, then the rate of return is zero, or the rate of return after transactions is negative.[6] According to the course assessment rules, the students' scores are not high, which is obviously unreasonable. Due to the lack of inspection on students' actual operation, frequency of operation and income, the assessment results are lack of scientificity.

3.2. Teachers' professional quality needs to be improved

At present, colleges and universities are lack of scientificity in the setting of the simulation course of Securities Investment. For the allocation of teachers, they are often taught by financial teachers of their own school. It can be found that many teachers lack practical experience in the securities

investment industry, and even some teachers have no experience in securities investment. Because of the lack of teachers and practical experience, it is difficult for teachers to stand at the forefront of industry development to impart practical experience to students, and it is difficult to provide targeted answers to the problems encountered by college students in practical operation, which will inevitably reduce the actual teaching effect.

3.3. Practical course arrangement is unreasonable

First of all, the arrangement of class hours lacks rationality. At present, many colleges and universities for the simulation course of "securities investment science" setting, generally choose to focus in the final teaching, focus on guiding students to board the computer for practical training. Due to the arrangement of class hours, it is generally carried out with the teaching schedule of finance majors, in many cases, it is difficult to keep the pace with the stock market trading time in the market, which leads to the difficult effective connection between theoretical teaching and practical teaching. Secondly, the simulation teaching content is single. At present, many colleges and universities often stay in the trading part of the application of simulation teaching method and the part of technical analysis. For fundamental analysis, emergency analysis can use situational simulation teaching content, but not included in the teaching requirements, so it is difficult to improve students' operation technology and analysis skills through simulation teaching.

4. Countermeasures and suggestions

4.1. Enhance simulation authenticity

When simulating transactions, the funds used by students are also virtual assets, which have no cost input, and naturally have no risks. This makes students too casual in their operations, frequent trading, full warehouse operations, and there is a great risk in their operations. Therefore, when using the simulation teaching method, teachers first need to help students correct their investment attitude, recognize the virtuality, zero risk and zero cost of simulation operation, and exercise students' knowledge and skills. In simulation teaching, teachers should consider these factors comprehensively to narrow the gap between simulation and real operation.

4.2. Reasonable selection of teaching content

From the perspective of the Course of Securities Investment, there are many knowledge points involved, and there are many teaching contents that can be used for simulation. However, the teaching hours are limited, so teachers need to choose typical contents as simulation teaching contents based on teaching needs. For example, when teachers lead students to learn financial instruments and financial markets, they can take visiting securities companies, arranging internships, etc. as the implementation content after class, and guide students to show their simulation results by asking questions in class. Therefore, teachers need to choose teaching content reasonably to ensure the effect of simulation teaching.

4.3. Students are encouraged to participate in subject competitions

From the analysis of discipline competition, it belongs to a kind of activity of horizontal integration of professional knowledge, focusing on the detection of professional knowledge and skills of college students. When teaching the course of "Securities Investment Science", teachers can use discipline competition as an auxiliary in the application of simulation teaching method to exercise college

students' ability of comprehensive application and innovation of knowledge and skills. Therefore, in the securities investment course teaching, teachers can design scientific competition guidance method and management system, to carry out the simulation fry game, so the students in the simulation game, comprehensive inspection of college students' learning results, and find their own shortcomings, constantly improve their comprehensive practice ability.

5. Conclusion

In a word, the flexible application of simulation teaching method in the teaching of securities investment in colleges and universities can not only stimulate students' interest in exploration and practice, but also improve the teaching effect in the classroom and enhance the effect of securities investment education. However, any teaching method will have some shortcomings in the application process, because there is a great difference between the simulated investment and the actual firm offer operation. Especially in the process of continuous development of information technology and network technology, the development of Internet finance has brought new situations to investment banks. Therefore, in the teaching of securities investment in colleges and universities, it is necessary for teachers to conduct in-depth research and analysis on the application of simulation teaching method to make up for its shortcomings, so that this method can better serve financial teaching and cultivate practical financial talents with solid theoretical basis and strong practical ability.

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