

# *Exploration of the Flipped Classroom Teaching Model for Financial Marketing Courses for Rural Revitalization*

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**Abstract:** As an effective extension of the financial services industry, inclusive financial products have greatly promoted the advancement and development of rural revitalization. The financial marketing courses offered by vocational colleges should have strong practicality and applicability. However, the traditional teaching model starts with teachers assigning unified learning tasks, with students independently reading textbooks, studying chapter knowledge, and watching videos to complete practice tasks. The classroom teaching atmosphere is relatively dull and boring, and students find it difficult to analyze the knowledge of financial marketing courses they have learned from the perspective of rural revitalization and lack the ability to apply what they have learned. Experienced teachers have begun to actively create flipped classrooms, transforming the teacher-student relationship and acting as learning advisors to return the classroom to the students. This paper combines the innovative teaching model of the flipped classroom to analyze in depth the new teaching methods for financial marketing course instruction from the perspective of rural revitalization, with the aim of pushing the teaching of financial marketing courses to a higher level.

## 1. Introduction

Traditional financial marketing courses are limited to teacher-led lectures, with the teacher as the knowledge provider and the student as the passive receiver. The core of the course is classroom lectures and homework assignments, with the teacher's knowledge instruction predominating. Teachers mechanically present basic course content according to teaching objectives and plans, resulting in students having a relatively one-dimensional and shallow understanding of financial marketing course knowledge, and inadequate ability to apply what they have learned.[1] In the context of rural revitalization, the social popularity of financial marketing courses is increasing. In order to keep up with the times, teachers need to proactively break through the conventional teaching methods, transform the inherent teaching philosophy, adjust the roles and positions of teachers and students, and specifically cultivate students' self-learning ability, exploration ability, and problem-solving ability, so that students can maintain a strong desire for knowledge and curiosity.[2]

## **2. Analysis of Flipped Classroom Teaching Model**

The flipped classroom teaching model relies on the Internet+ environment, where teachers upload teaching videos and courseware before class, allowing students to learn independently during and outside of class time. In the flipped classroom, the teacher plays the role of a learning guide, while students are active receivers. The teacher combines students' scientific learning and classroom exploration, encourages students to learn independently, collaborate, and reflect on their exploration through problem-based learning. [2] Compared with traditional classrooms, the communication and interaction between teachers and students in the flipped classroom are more apparent, and students have more opportunities to showcase their learning, which helps them form a sense of ownership and enhances their understanding of the nature and scope of the curriculum. Teachers no longer adopt a one-size-fits-all and cramming teaching approach but actively return to the right track of teaching, allowing students to explore deeply, reflect boldly, and transfer autonomously while cultivating their awareness of good questioning, exploring, collaborating, and reflective practices. Therefore, in the context of rural revitalization, experienced teachers of financial marketing courses can integrate high-quality educational resources to create a flipped classroom, balance the relationship between teaching and learning, and appropriately tilt towards students' self-learning, exploratory learning, and collaborative learning, allowing students to enjoy the entire process of learning financial marketing courses and achieve integration of knowledge.

## **3. Problems in Financial Marketing Course Teaching in the Perspective of Rural Revitalization**

In analyzing the teaching of financial marketing courses in the context of rural revitalization, it is evident that the overall quality of the course teaching is poor, and it is lagging behind the times. Colleges have not established a concept of cultivating specialized financial marketing talents with agricultural characteristics and are influenced by traditional social concepts.[3] Students have a lack of willingness to work in rural areas and still prefer large enterprises and cities. There are discrepancies between the financial marketing talent training system constructed by colleges and the needs of rural revitalization. Students' theoretical knowledge and skills learned from college are difficult to meet the demands of product financial marketing. The connection between practical teaching and theoretical teaching is not close enough, and students' abilities to apply theory to practice and to learn from related subjects are not adequately fostered.

## **4. Financial Marketing Course Embedded in Flipped Classroom Teaching Model**

Firstly, before class, the teacher needs to provide basic knowledge as a prerequisite and focus on student-centered autonomous learning. They should share pre-recorded micro-lesson videos, courseware, and texts related to financial marketing in advance. The teacher should carefully edit self-assessment forms and learning tasks, and push them to students through online platforms such as Chaoxing Learning Pass and WeChat groups. This allows students to independently formulate study plans, systematically complete autonomous preview tasks, and gain an early understanding of basic knowledge, fundamental concepts, and essential skills related to financial marketing. The teacher needs to view the self-assessment form scores online to understand students' self-learning abilities and areas where they may need further support. Based on this, the teacher can scientifically develop teaching plans and strategies.

Secondly, during classroom teaching, the teacher needs to guide students to understand and learn difficult and key knowledge by combining inquiry-based learning with discussion-based learning. Students are first encouraged to watch micro-videos independently, and then engage in classroom

discussions and Q&A sessions where the teacher actively addresses students' concerns and difficulties. For challenging questions raised by students, the teacher should provide clear explanations and initiate group brainstorming activities, allowing students to interact and learn within their small groups. Through group discussions and interactive learning, students' thinking is stimulated, and their understanding of fundamental knowledge and skills in financial marketing is reinforced.

Lastly, in post-class teaching, the teacher needs to focus on students' deepened learning to promote knowledge transfer and transformation as the primary objective. The teacher assigns creative tasks in WeChat groups to enhance problem-solving abilities and the application of knowledge, fully unlocking students' intellectual potentials, and enabling them to construct a comprehensive thinking system while applying transferred knowledge.

In addition, teachers should also pay attention to post-class summary and reflection to enhance students' depth, breadth, and effectiveness of thinking, cultivate their abilities to adapt to learning, and truly achieve a coherent and steady teaching approach. Only by doing so can the advantages of the flipped classroom teaching model be fully realized.[4]

## **5. Flipped Classroom Teaching Mode of Financial Marketing Courses for Rural Revitalization**

### **5.1. Integration of industry and education to create a specialized agricultural financial marketing profession**

When China is trying to comprehensively build high-level vocational colleges and professional groups with Chinese characteristics, it proposes that colleges must prioritize achieving high-quality and full employment as the basic goal. In doing so, it must actively face the world and the future by gradually strengthening cooperation between colleges and enterprises and the integration of education and industry. It must focus on talent cultivation in the whole industry to contribute to the goal of building a strong talent country and education country. Under the "rural revitalization + inclusive finance" strategy, vocational colleges need to clearly define their development direction in the process of far-sighted and macro planning, focusing on the integration of industry and education, and striving to create a financial marketing major that serves the "three rural areas". In comparison, the traditional financial marketing curriculum teaching mode is widely criticized for its relatively backward teaching concepts and inability to provide a higher intellectual and thinking basis to achieve the goal of rural revitalization. Experienced teachers must proactively create a flipped classroom that highly focuses on students' autonomous learning and bold practice. They must base their work on the comprehensive reform of the integration of industry and education, practical training base construction, theoretical and practical teaching, teacher team building, and professional curriculum setting to create a three-dimensional and mature agricultural financial marketing profession and successfully achieve the ultimate goal of cultivating talents.

### **5.2. Accurately setting talent cultivation goals based on demand**

To achieve a seamless connection between talent cultivation goals and the development demands of the times and better keep up with the implementation pace of rural revitalization strategies, vocational colleges must create a flipped classroom based on the demand for talents in the agricultural industry. They must adjust teacher-student relationships and roles and scientifically set talent cultivation goals and accurately position the financial marketing curriculum teaching goals. For instance, they can cooperate with rural family farms, rural cooperatives, and agricultural enterprises to investigate and visit agricultural operating entities. They must deepen their

understanding of the current marketing situation of agricultural products and the demand for professional marketing talents. They must actively invite agricultural enterprise experts to conduct lectures at the college, negotiate and discuss the talent cultivation programs for financial marketing and service courses, and establish talent cultivation goals aimed at promoting rural revitalization and development. In addition, colleges can appropriately increase professional skills in market marketing such as sales negotiation, market analysis, customer service and supplement basic knowledge of the "Agriculture, the Countryside. And Farmers", local inclusive financial demands, and related goals in the original talent cultivation programs. This ensures that the positioning of talent cultivation is more accurate and precise, with clearer directions, and can better reflect the characteristics of the profession or even the professional group that serves rural areas.

### **5.3. Goal-oriented education and flexible adjustment of curriculum teaching methods.**

When organizing financial marketing courses, teachers need to adhere to a goal-oriented approach and scientifically create a flipped classroom to achieve a one-to-one correspondence between teaching goals and activities. With the focus on rural revitalization under the national strategy, agricultural industry development has received much attention. When setting teaching goals, teachers need to attach great importance to knowledge and quality goals, combining professional knowledge related to rural revitalization with financial marketing courses to cultivate students' awareness and sense of responsibility in serving rural revitalization. Firstly, the colleges need to combine effective reform of course structure and content to enrich students' knowledge reserves in agriculture and rural areas. This will enable students to actively analyze the financial marketing course knowledge they have learned from the perspective of history and society. For example, the colleges could set up a course on "Rural China", actively reform traditional courses such as "New Media Marketing" and "Market Marketing", and introduce classic cases with a focus on "Agricultural Products New Media Marketing" and "Agricultural Products Market Marketing".[5] This narrows the gap between students and knowledge, gradually updates students' knowledge base, and enables them to have active thinking and a clear mind. Secondly, the colleges can actively develop loose-leaf courses to strengthen students' understanding of what they have learned and enable them to analyze and solve problems from the perspective of agricultural product financial marketing. For instance, the colleges can establish a long-term partnership with agricultural enterprises to jointly compile loose-leaf teaching materials on agricultural product financial marketing case studies, filling in gaps in financial marketing course textbooks and achieving the overall advancement of both.

### **5.4. Colleges-enterprise cooperation to improve teaching design and methods.**

As mentioned earlier, the traditional financial marketing teaching model emphasizes theory over practice, resulting in students becoming passive knowledge receivers. They learn outdated theoretical knowledge that is disconnected from the work environment and requirements of enterprises. As a result, they have little knowledge about agriculture and rural areas. When comprehensively optimizing teaching content, innovating teaching strategies, and introducing information technology teaching platforms, teachers need to combine the requirements of flipped classrooms to actively create a student-centered classroom teaching system. They should also focus on students' autonomous learning and research, broaden their horizons, and stimulate their learning enthusiasm.

For example, utilizing modern information technology platforms and collaborating with agricultural enterprise mentors to organize remote course teaching activities, actively inviting enterprise mentors into colleges and classrooms, and comprehensively optimizing teaching design.

This enables students to receive guidance from both enterprise mentors and course teachers, closely engage with real projects of enterprises, understand the current development of agriculture and rural areas, and ultimately apply theoretical knowledge learned in class to practical training. Some financial marketing courses are closely related to enterprise practical work. In this case, the colleges can regularly organize expert lectures and seminars by inviting enterprise experts, gradually expand the teaching staff in colleges, improve the overall teaching quality, and ensure that students gradually form comprehensive qualities to meet the needs of enterprise agriculture development.

### **5.5. Practical teaching to steadily enhance students' practical abilities.**

As an important part of financial marketing teaching, practical teaching should not be overlooked. Teachers need to divide enterprise training into professional skills training, on-the-job training, and classroom practical teaching, achieve coherence and effective integration between different teaching stages in the flipped classroom, closely integrate internal and external teaching resources, enrich students' learning experience, and enhance their cognitive level and professional competence.

All three stages of practical teaching are closely related to agricultural enterprises. Teachers need to first introduce real agricultural projects in the flipped classroom. For example, in the course of new media marketing for agricultural products, students are encouraged to help Hubei fishermen sell crayfish, allowing them to experience the entire process of financial marketing. Teachers should give students timely guidance and professional advice, enabling them to apply financial marketing knowledge they have learned to solve practical problems.

To avoid students being too fanciful, teachers also need to use communication scenarios between fishermen customers in financial product marketing to help students exercise their theoretical application and communication skills, gradually improve the quality of flipped classroom teaching and its appeal to students, and cultivate the spirit of craftsmanship and the socialist core values of harmonious dedication.

## **6. Conclusion**

To implement the central strategy of rural revitalization and inclusive finance, universities need to focus on the teaching status of financial services and management majors and develop a flipped classroom teaching model, explore industry-education integration teaching models, and steadily improve the talent cultivation quality of network marketing majors. Teachers should also realize their significant responsibilities, adhere to the education philosophy of seeking truth from facts and people-oriented, focus on the development status and reform of talent cultivation mode in agricultural enterprises and rural areas, adjust teaching ideas and directions, transform the roles of teachers and students, fully leverage the teaching role and value of the flipped classroom, and cultivate more talented financial marketing professionals for the revitalization of rural areas.

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