

The Exploration and Practice of Curriculum Ideology and Politics of Financial Management Based on Cross-school Study and Cloud Platform

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Abstract: The essence of Curriculum ideology and politics is the organic combination of teaching and educating people. The Curriculum ideology and politics of financial management based on Cross-school Study and Cloud Platform is an innovative teaching mode, which can make use of modern information technology and the teaching resources of cloud platform, the ideological and political education will be integrated into the teaching of financial management to achieve the whole process of education. Through the establishment of cloud platform teaching system, it can provide students with online learning and exchange platform, and can share the teaching resources of multiple schools, improve the quality and effectiveness of teaching, cultivate students' moral quality and sense of social responsibility

1. The significance of ideological and political courses

The president stressed at the National Conference on ideological and political work in universities that colleges and universities should strengthen the ideological and political work, other courses and ideological and political courses to peer, form a synergistic effect. That is to say, professional courses should also carry out ideological and political education, that is, by using classroom teaching, integrating elements of ideological and political education into the courses of various subjects, through the study and application of subject knowledge, cultivate students' ideological and moral, social responsibility and innovative spirit.

1.1 In line with the development of the times

Our country is now in a new era of socialist modernization and is facing increasingly complex and severe challenges. The development of curriculum ideology and politics is to meet the needs of the development of the times, and is conducive to the training of new people to take on the task of national rejuvenation.

1.2 Compliance with the requirements of educational reform

Educational reform requires students' comprehensive quality and ideological and political attainments, and the development of curriculum ideology and political attainments is in line with the needs of educational reform, it is helpful to cultivate students' ideological and moral character, social responsibility and innovative spirit.

1.3 Enhancing the comprehensiveness of subject Education

The integration of ideological and political elements into the integrated curriculum for strengthening subject education can bring subject education closer to the reality of society and throughout life, and guide students to integrate subject knowledge with social reality, train students' ability of thinking and comprehensive quality.

1.4 Cultivating socialist core values

The development of political and ideological education will help to transmit socialist core values to students and guide them to set up correct world outlook, outlook on life and values, strengthen the party and the country's sense of identity and belonging.

1.5 To cultivate students' innovative spirit and practical ability

To cultivate students' innovative spirit and practical ability, we can analyze cases, discuss cases, practice projects and so on, to make it have the ability to solve practical problems and innovative awareness.

1.6 Developing a sense of social responsibility

Developing curriculum ideology and politics can lead students to focus on issues such as national economic development, social change and corporate social responsibility, and to develop a sense of social responsibility and civic awareness among students.

2. Problems existing in the curriculum ideology and politics of Financial Management at present

2.1 The consciousness of professional teachers in the course of ideological and political work needs to be further strengthened

Professional teachers think that they have no responsibility to undertake the task of ideological and political work, they only need to train students' professional quality and professional ability, so they often only pay attention to the teaching of theoretical knowledge and skills, and lack the guidance of the students' ideological and political education, this is very difficult to achieve the goals and effects of curriculum ideology and politics.

2.2 The integration point of the course ideological and political work is too rigid, the sense of trace is too strong

The professional course ideological and political work is different from the professional course, the professional course ideological and political work is concerned with the effective integration of the course ideological and political work into the professional course, achieve the effect of moistening

things silently. As far as the ideological and political education of Financial Management course is concerned, professional teachers should design the integration point of ideological and political education and select the ideological and political elements suitable for financial management course, for example, social responsibility in financial management goals, honesty in accounts receivable management, team cooperation in investment management, and other ideological and political elements students carry out ideological and political education, cultivate the students' sense of overall situation, cooperation and integrity. However, at present, some professional teachers do not combine the characteristics of financial management course to find the integration point of financial management course from social hot spots and current political news, however, some theories and speeches are applied mechanically, and the sense of trace is too strong. It is difficult to achieve the same direction of the curriculum and professional courses, and form a synergistic effect.

2.3 It is difficult to arouse students' enthusiasm due to the singleness of teaching means and teaching methods

The innovation of teaching methods and the diversification of teaching methods are twice the result with half the effort. However, at present, when conducting ideological and political education in the course of financial management, some teachers are still following the traditional face-to-face teaching model, with teachers as the leading role in the classroom, it is difficult to meet the diverse learning needs of students, and it is easy to lead to the lack of motivation for students to learn.

2.4 There is no reflection of the curriculum ideology and politics in the assessment

An effective evaluation system is a powerful guarantee to improve the teaching effect. At present, the examination and evaluation system of the course of Financial management mainly focuses on the examination and evaluation of the professional knowledge of financial management, the financial management course results in a great discount in ideological and political effect.

3. Exploration of course ideological and political of financial management based on cross-school study and cloud platform

3.1 To improve professional teachers' political quality and moral cultivation, strengthen professional teachers' consciousness of curriculum ideology and politics

“A righteous man must be righteous before he can be righteous”. In order to train students to have ideals and beliefs, moral sentiments, solid knowledge, benevolent heart, teachers must have a solid theoretical foundation and professional skills. In addition, teachers should pay attention to the improvement of their own moral cultivation and political quality, which requires them to adhere to the four unifications in the teaching process. That is to insist on the unity of teaching and educating, the unity of words and deeds, the unity of asking questions attentively and paying attention to society, the unity of academic freedom and academic norms. Only in this way can we be the guide of Students' learning knowledge, the guide of Students' character, the guide of Students' Innovative Thinking and the guide of Students' devotion to the motherland.

3.2 Do a good job of top design of the curriculum ideology and politics of financial management

3.2.1 Clear the objectives of curriculum ideology and politics

First of all, we should clear the objectives of curriculum ideology and politics of financial management, which is to develop students' financial management professional ability at the same

time, to guide students to set up correct values, wealth and consumption, and to cultivate students' professional ethics and sense of integrity, to be a law-abiding, with a sense of social responsibility and financial ethics and ethics of financial management personnel.

3.2.2 Define the content of the curriculum ideology and politics of financial management

We should define the content of the curriculum ideology and politics of financial management in accordance with the objectives of the course, specifically including the education of professional ideals and beliefs based on the introduction to the course, the education of professional ethics based on financial management activities, the specialty division and cooperation education based on the practice teaching system and the classroom “turnover activity”, the innovation and entrepreneurship education supported by the science and technology competition and the participation in the topic research and the socialist core values [3]

3.2.3 Design teaching methods

We should design appropriate teaching methods such as case studies, group discussions and on-line practice based on the content of the course.

3.2.4 Development of evaluation criteria

The development of evaluation criteria such as student participation, knowledge acquisition and quality of practical projects is based on the objectives and content of the curriculum.

3.2.5 Establish feedback mechanisms

We should establish feedback mechanisms using the cloud platform to collect timely feedback from students and teachers and to continuously improve teaching methods and content to improve the quality of teaching.

3.2.6 Consideration of integration of curriculum and practice in curriculum design

Consideration may be given to the integration of practice with curriculum design, for example by organizing students to conduct field research and practice operations to enhance students' practical competence in financial management.

3.3 To excavate the ideological and political elements in depth, to make the professional knowledge and the ideological and political elements go hand in hand, and to integrate them organically

Teachers should dig deeply into the ideological and political elements of the curriculum, and integrate the ideological and political education into each link of the financial management curriculum. At the same time, teachers should guide students to think about financial management and social responsibility, moral and ethical issues through case analysis, discussion, lectures and other ways. The ideological and political elements of each chapter are as follows:

Chapter 1 is about the introduction of financial management. It can be combined with the selection and formulation of financial management objectives (profit maximization objectives, enterprise value maximization objectives, stakeholder benefit maximization objectives) to show that enterprises should not only focus on economic benefits, but also on social benefits, establish the corporate culture, enhance the sense of social responsibility. Teachers can combine the environment of financial management to remind students to pay attention to the changes of macro-political and economic

situation, comply with the national economic policies, and carry out financial management of enterprises.

Chapter 2 is about the foundation of financial valuation. Teachers can guide the students to establish the correct concept of money and rational consumption through explaining the concept and application of the value of time of funds and showing the related videos of campus loan and usury. In addition, the teachers can guide the students not to blindly compare with each other. Through this way, it can not only enhance the students' credit awareness and financial literacy, but also improve students' ability of personal rational analysis. Which can let the students stay away from the trap of campus loan. Furthermore, the teachers should remind students to pay attention to the national interest rate on private loans and provide clues timely for “Anti-black crime” special group when finding around the illegal high-interest lending, violent debt collection of the black evil forces. [1]

Chapter 3 is about Securities Valuation. It can start from the investment value of stocks and bonds, let students understand the income and risk of securities investment, guide students to establish risk awareness, know that the stock market has risks, when entering the market should be cautious”, cultivate the concept of proper financial management.

Chapter 4 is about the fund-raising management. Starting with the way of fund-raising and the cost of capital, teachers can guide the students to understand the risk of debt financing and the impact of credit rating on corporate fund-raising, and cultivate students' sense of integrity and compliance. Furthermore the teachers should let the students to understand the truth that good faith is the foundation and know that “People do not stand without trust”. [4]

Chapter 5 is about investment decision-making. It may combine the concrete investment case, explains the investment decision-making basic method and the skill. At the same time, we can introduce innovative thinking, team cooperation and other ideological and political elements, emphasizing that students need to have innovative thinking and team cooperation ability in investment decision-making.

Chapter 6 is about working capital management. The teacher can guide the students to establish the awareness of asset management and cash flow management by explaining the management skills of current assets. At the same time, we can introduce the ideological and political elements such as thrift, pragmatism, and so on to educate students to pay attention to improve the efficiency of asset use and maximize asset value.

Chapter 7 is about dividend policy. Teachers can combine the theory of dividend policy and the types of dividend policy to make students realize that when distributing profits, we should not only fully consider the need of capital for the development of enterprises, but also pay attention to the vulnerable groups and protect the rights and interests of small and medium-sized investors. Enterprises should follow the principle of “open, fair and just” in distribution of profits, and should have a sense of the overall situation, taking into account short-term interests and long-term interests, overall interests and local interests. [5]

Chapter 8 is about the financial analysis. We can combine the concrete financial analysis case, explain the financial analysis method and the skill. At the same time, we can introduce logical thinking, critical thinking and other ideological and political elements, and tell students to have logical thinking and critical thinking in deep analysis of the financial situation of enterprises.

3.4 Reform of the traditional teaching model to make full use of cross-school study and Cloud Platform

3.4.1 Establishment of cloud platform teaching system can make use of modern information technology

The establishment of financial management courses cloud platform teaching system. The system

can share teaching resources among schools, provide online courses, teaching videos, PPT and other teaching resources, and provide students with online learning and communication platform. [2]

3.4.2 Develop the content of the curriculum ideology and politics of financial management on the cloud platform

We should develop the content of the curriculum ideology and politics of financial management on the cloud platform, and integrate the knowledge points of the course with the ideological and political elements organically. For example, when explaining the ways of raising funds for enterprises, we can introduce some ideological and political elements such as honesty and compliance. When explaining the time value of funds, students can be guided to set up the correct concept of money and investment, while introducing ideological and political elements such as risk awareness and prudent attitude, invest prudently.

3.4.3. Conduct online thematic discussion

By the use of the online discussion function of the cloud platform, we can hold regular discussions on topics related to financial management courses, inviting teachers and students from different schools to participate in the discussions, to discuss the moral and ethical issues in the practice of financial management. For example, you can organize discussions on the harm of financial fraud and how to avoid financial fraud and other topics to guide students to establish correct values and ethics. [6]

3.4.4 Conduct online practice projects

Utilizing the online practice projects function of the cloud platform, the online practice project for financial management courses can be implemented. For example, students can be organized into groups to conduct financial analysis of virtual companies, guiding students to use the financial management knowledge learned to solve practical problems. At the same time, in practice, we can emphasize the ability of logical thinking, critical thinking, teamwork and other ideological and political elements, for students to engage in financial management practice lay a good foundation. [7]

3.4.5 Establishment of evaluation and feedback mechanisms

Utilizing the evaluation and feedback functions of the cloud platform, an evaluation and feedback mechanism can be established for financial management courses. For example, we can evaluate the students' mastery of knowledge through on-line testing and practical project scoring, and we can also evaluate teaching methods and effects through on-line questionnaire and student feedback, constantly optimize the teaching content and methods to improve the quality and effectiveness of teaching.

4. Conclusion

The curriculum ideology and politics of financial management based on cross-school study and cloud platform can be integrated into the teaching of financial management major by using the teaching resources of modern information technology and cloud platform. Through the establishment of cloud platform teaching system, can provide students with online learning and exchange platform, and can share the teaching resources of many schools, improve the quality and effectiveness of teaching. Developing Financial Management course ideological and political teaching content on cloud platform can integrate course knowledge points with ideological and political elements, and guide students to set up correct values and ethics.

By carrying out online topic discussion and online practice projects, students can enhance their

participation and practical ability, and develop their ability to work as a team and solve problems. Through the ideological and political teaching of financial management course based on cloud platform, students' comprehensive quality and professional quality can be improved, at the same time, it can train financial management talents with good professional ethics and financial ethics for enterprises and society. In the course of course design and teaching, we should pay attention to the top-level design of the course and the renewal and optimization of the teaching content to ensure the teaching quality and effect. At the same time, in the teaching process, we should pay attention to the differences and individual needs of students, so as to teach students in accordance with their aptitude.

In a word, the curriculum ideology and politics of financial management based on cross-school study and cloud platform is a full-process education model, which can provide students with more flexible and efficient learning methods and more abundant and diverse teaching resources, at the same time, it can cultivate students' comprehensive quality and professional quality, and lay a solid foundation for future financial management practice.

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