

Research on the Undergraduate Education of Local Financial Colleges and Universities under the Idea of "Student-centered"

Qianrong Peng*

School of Public Administration, Shanxi University of Finance and Economics, Taiyuan, 030006, China

pqr2020@163.com

*Corresponding author

Keywords: Student-centered, Local financial institutions, Undergraduate Education, Academic research

Abstract: Most local financial colleges and universities are in the middle of the ranking evaluation of colleges and universities. The school environment, learning atmosphere and student quality have great potential for improvement, but they are constrained by local economic development and education funds. The development momentum is insufficient. Currently entering the "intensional development" period, colleges and universities should take the initiative to innovate themselves, based on the "student-centered" concept, from building an "active participation" teaching mechanism, a high-quality teaching team, and improving the "student-centric" teaching evaluation. The assessment system and other aspects optimize the teaching quality of colleges and universities to meet the requirements of talent training in the new era.

1. Introduction

Higher education is related to talent cultivation and economic development, and adherence to "student-centered" is the consensus and trend of the development of higher education in the world. Students are the main body of learning, and the most fundamental factor influencing the quality of talent cultivation lies in students. As a cradle of economic talents, financial colleges and universities shoulder the important mission of cultivating core talents for local development. This paper analyzes the survey data of college students in a local financial college to study the current learning situation of the college students in such colleges and universities, in order to provide a reference for improving the cultivation of talents in local financial colleges.

2. Survey methods and content

This survey adopts a combination of paper and electronic questionnaires, cluster sampling and random sampling to conduct a large-scale sample survey. A total of 2,000 questionnaires were distributed, and 1,779 valid questionnaires were recovered. The survey subjects covered students from all grades of the school, and the number of participants in each grade was evenly matched. Boys accounted for 42.38% and girls accounted for 57.62%. The order of questions follows the principles of first importance, second importance, first objective, then subjective, first usual, then sensitive, and first easy, then difficult. The content of the questionnaire mainly involves students' learning attitude, teacher's teaching, school style, etc. It is advanced by data analysis suggestions for improving the quality of education personnel training.

3. Survey results analysis

3.1 Students lack understanding of their own teaching systems

Regarding the school's regulations on early warning of school registration and the requirements for awarding bachelor's degrees, 19.22% of students do not understand the credit requirements related to early warning of school registration, and nearly 50% of students do not understand the

requirements for awarding bachelor's degrees. The teaching system, as a hard rule for the school students' academic performance, has a profound impact on the students' learning behavior at school. Therefore, the school should increase the propaganda of the relevant regulations, increase students' awareness, enhance the sense of urgency of the students in the school, and improve the initiative of learning.

3.2 Student-oriented learning and comprehensive quality training methods are diversified

39.69% of the students prefer to use classroom teaching as the main method, combining network and self-learning; 16.81% of students prefer the method of classroom teaching; 16.86% of the students prefer the combination of the three methods but mainly self-study way to learn. Most students still prefer the traditional face-to-face teaching mode, but more students want to integrate online teaching into the traditional teaching mode. Therefore, schools should make full use of modern information teaching methods and combine online and offline teaching to enrich classroom content and improve classroom effects. When feasible, teaching methods can be arranged according to each student's own situation to achieve the effect of improving academic performance.

3.3 Students' final exam review attitudes are correct and review methods vary from person to person

Before the exam, the vast majority of students brushed questions and summarized the key and difficult points, and consulted teachers and classmates in a timely manner. A considerable number of classmates reviewed with other people, and a few students reviewed independently on the Internet. Students with 5-8 hours of review time accounted for 34.74%, 8-12 hours for 26.53%, 2-5 hours for 23.72%, and at least 12 hours for 11.41%. After a cross-analysis of the length and manner of the final review of the undergraduate students of the school, it is concluded that most students' review time is concentrated in 5-12 hours.

3.4 The overall style of study is good, and teachers' unattractive lectures are the main reason for students to skip classes

The survey data shows that 69.03% of the respondents have never skipped classes, the students who have skipped classes once or twice a week accounts for 23.78%, and 5% have skipped classes 3-4 times a week. Among the reasons for skipping classes, 61.55% of the students thought that the teacher's lecture was unattractive, 56.72% of the students were not interested in the subject, students who were not going to class because of personal affairs and student work accounted for 50.25% and 40.3% respectively. There were also 29.12 percent of students who had a fluke mentality and didn't go to class until the teacher checked class attendance. On the whole, the school's academic style is good, with a small number of students skipping class. Most students realize that they should still focus on learning in college.

3.5 The number of failed students should not be underestimated, their personal awareness is weak, and the relevant preventive measures of the college are not in place

The survey data shows that about 70% of the surveyed students did not fail the course, about 21% of the students failed 1 to 2 courses, about 6% of the students 3 to 4 courses. On the whole, the school's learning situation is good, but the phenomenon of failure phenomenon should not be underestimated. The subjects that students find most difficult to pass mostly concentrate in mathematics, English and professional courses. The reasons for students hanging out are almost due to the failure to listen carefully in class, the lack of correct learning methods and plans, the improper attitude towards examinations, the failure to review and consolidate in time, and the failure to reasonably arrange the time for review. The more common measures of the college are that they cannot participate in the awards and appraisals after the course is closed, the class committee names before the class, and the mobilization meeting held before the exam. Nevertheless, all these policies of bonus and penalty work inefficiently.

3.6 Students think that good teachers have diverse standards

In recent years, many colleges and universities in China have held the "Most Popular Teachers" selection activity. The excellent teachers in students' minds have a balanced proportion of the options. Students think that the qualities that a good teacher should have in teaching are knowledgeable, humorous and friendly, and kind; when teaching, it should be organized and effectively use a variety of methods, and the teacher's attitude should be rigorous and responsible. Importantly, this puts forward stricter standards for college teachers in the new era.

3.7 The school's existing learning space cannot meet students' related learning needs

A high-quality learning environment is an important part of the campus environment. The self-study room is an essential place for people to gather. From the perspective of environmental psychology, a comfortable learning environment will bring students a better learning atmosphere, which is of great practical significance to the development and construction of the school. Most of the students who participated in the survey hoped to have sufficient libraries and comprehensive reading rooms, small seminar rooms for 3 to 5 people, and a few students hoped to have 7 to 8 people for medium-sized seminar rooms, cafes, sofas in leisure areas and other learning spaces. It is recommended that the school should set up a diverse learning space to provide suitable places for students to study and discuss.

3.8 Whether students agree with the curriculum and learning atmosphere of their major is related to the failure rate of students

Students with a low degree of completion are generally more satisfied with the subject settings of their majors, while a small number of students who do not agree with the subject settings of the major are generally higher. 33% of students have a neutral attitude towards the setting of professional courses, and the number of people who agree and disagree is relatively balanced. Most of the students who are satisfied with the current teaching system and learning atmosphere of the school account for the majority of the students. They think that the school system is very helpful to the development of students, and has an incentive and positive effect. From the above statistics, it can be learned that the students are satisfied with the overall learning environment provided by the school. The vast majority of students are optimistic and full of recognition and affirmation of life and surrounding things.

4. Improvement approaches under the concept of "student-centered"

4.1 Construct an "active participation" teaching mechanism to enhance learning initiative

As can be seen from the above, at present, most students have a strong purpose and utilitarian learning, and fail to treat the exam with a correct attitude. This kind of perception directly affects the students' learning purpose and learning behavior. The main reason is that the initiative of students is not stimulated. They think that learning is only to complete tasks rather than self-improvement. As the main carrier of educational activities, schools should break through the existing ideas, focus on constructing the "active participation" teaching mechanism of students, improve the relevant teaching evaluation system, integrate "student-teacher-curriculum" as a whole, take student interest as the guide, effectively connect basic courses with specialized courses, junior courses and senior courses with the purpose of returning the choice of learning to students, from passive to active, so that students can fully develop according to their personal needs and fully meet their own interests and abilities, so as to achieve new Requirements for talent training during the period.

4.2 Construct a team of high-quality teachers to enhance the interest of teaching

Teachers are the center of teaching activities, and the quality of teachers' classrooms directly affects students' interest in the course. University teaching is different from the traditional telling pattern in elementary and middle schools which bore the students. The enlightening role of

university teachers in teaching is crucial. To build a high-quality classroom, teachers can start from three aspects: teaching methods, teaching language, and teacher-student relationship.

4.2.1 Activate teaching methods

To induce students' enthusiasm for learning and enhance the attractiveness of the classroom, teachers cannot teach the subject or fill the classroom all by themselves. On the contrary, they should guide students to think actively and stimulate their curiosity so that the students can uplift their spirits and focus their attention.

4.2.2 Strong language appeal

Teaching is both an art and a science. Teachers on the big stage of the podium show beauty like actors who not only convey beauty but also create it. Language is an important tool for teaching--it is concise and clear, vivid and lively, which can stimulate students' interest in learning, arouse students' enthusiasm for thinking, and deepen their understanding of knowledge in class. The language--humorous and vivid, simple in form but profound in meaning--can arouse students' interest in learning and enhance the learning effect to a great extent.

4.2.3 Bilateral trust

Many students said that the teacher was too serious in class, so they were afraid of being stared at by the teacher in the front row. If teachers show the charm of teaching with a dynamic attitude, and establish a bilateral relationship of equality, democracy, mutual trust and harmony with students, this may quickly increase the probability of students choosing front row. Therefore, teachers must pay attention to their own qualities and self-cultivation, not only to have beautiful and healthy makeup and manners, but also to have a noble ideological realm, high moral self-cultivation, extensive knowledge structure, and strong ability level.

4.3 Improve the "student-centered" teaching evaluation system and form an incentive mechanism

Teaching evaluation and learning assessment are the direct means of measuring the quality of teaching. They should keep pace with the times as the curriculum system and training model are updated. The matching incentive mechanism is of great significance to continue the achievements of teaching reform. For students, the assessment method based on the final test is no longer applicable to the existing teaching. While attaching importance to students' academic performance, institutions should also integrate classroom performance, extracurricular practice and other innovative activities into a comprehensive and objective evaluation system which fully mobilizes students' enthusiasm for learning. The "first criterion" of students measuring a good teacher is primarily formulated in classroom. As the saying goes, preaching and solving doubts is the job of teachers. Hence, establishing evaluation indicators that take classroom effectiveness as the main body, including scientific research, study guidance and other aspects, taking the initiative of teacher evaluation returning to students will help strengthen teacher-student communication, increase teachers' attention to classroom teaching, and regulate their own behavior, internalize external pressure into their own motivation, and grow together with students.

5. Conclusion

"Student-centered" is the main trend of future education. Whether local financial institutions can break through their own bottlenecks and achieve transcendental development depends on the quality of teaching and the cultivation of talents in the final analysis. Only in this way can our own strength be steadily improved in the fierce competition of colleges and universities.

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