

# *Competence Development of the practical teaching mode in financial management major in higher vocational colleges*

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**Abstract:** For higher vocational colleges, the teaching goal is to cultivate professional applied talents for the society. The difference between teaching in higher vocational colleges and ordinary higher education universities is that higher vocational colleges pay more attention to the cultivation of applied skills. Therefore, the practical teaching of each course in higher vocational colleges has the same status as theoretical teaching, or even more important than theoretical teaching. In higher vocational colleges, the financial management major is one of the main majors of the economic faculty, whose purpose is to train and transport economic and financial management talents for society and enterprises. When these management talents enter the enterprise for the first time, whether they can compete for their job duties quickly and smoothly, and whether their ability matches the enterprise needs, is an important prerequisite foundation for their career development. Therefore, it is particularly important to conduct practical teaching in the financial management major in higher vocational colleges in order to cultivate students' financial management related abilities. This paper mainly reviews and explores the problems existing in the practical teaching of financial management majors in higher vocational colleges, and gives some practical and feasible improvement measures for these problems.

## **1. Introduction**

As we all know, China's current economic development has been transformed from high-speed development in the past few decades into high-quality and sustainable development. Under this general trend, companies must realize that the rough management model has been unable to adapt to the current situation of refined and high-quality development. Enterprises and the society must carry out certain reforms and attach importance to the promotion of management for the sustainable and healthy development of enterprises. When the reform dividend of the external economic growth is gradually weakened, enterprises should take the initiative to respond, and actively seek new growth points, but also benefit from enterprise management and operations. By improving the operation mode and management measures, the purpose of cost reduction can be achieved, thereby indirectly improving the economic benefits of the enterprise. In this process, the improvement of economic and financial management is an important part of reform. The reform of economic and financial

management will inevitably require a large number of new management talents that meet the current social situation<sup>[1]</sup>. As a higher education organization with higher vocational colleges as the core goal of training professional applied talents, whether it can train and apply the application-oriented financial management talents that meet the needs of current society and enterprises will play a significant role in China's enterprise economic management reform. Therefore, according to the trend of social and economic development, it is imperative to further improve the training mode of financial management talents in higher vocational colleges. How to improve the training effect of financial management major in higher vocational colleges? Strengthening its practical teaching and cultivating applied talents through practice is one of the most effective ways. However, the actual effect of the practice teaching of financial management profession in higher vocational colleges is not good. It is necessary to study it and explore a more effective practice teaching mode.

## **2. Problems Existing in the Practice Teaching of Financial Management Major in Higher Vocational Colleges**

### **2.1 Inadequate emphasis on practical teaching**

As one of the important majors of higher vocational colleges, the cultivation of practical application ability should be one of its key training objectives. However, the practical teaching of the financial management major still has not received extensive attention from teachers and students. First of all, there is not enough attention to practical teaching at the school level. In the curriculum of higher vocational colleges, the teaching of financial theory knowledge is still the focus, and practical teaching is only a subsidiary course of theoretical teaching. The lack of attention from the school will naturally lead to insufficient educational resources for practical teaching and the curriculum is not reasonable enough. Secondly, teachers in higher vocational colleges do not pay enough attention to practical teaching. Most of the teachers in higher vocational colleges are educated from ordinary higher education universities under theoretical research education. When they come to teach, they will naturally pay attention to the teaching of theoretical knowledge, while ignoring the practice of practical application, ignoring the cultivation of practical application ability of students in financial management<sup>[2]</sup>. In the course of practical teaching, the teachers did not spend the main energy to design the teaching plan. They simply focused on the training of some of the skills and operations according to the teaching materials, ignoring the students' ability cultivation to find, analyze and solve problems.

### **2.2 The low professional quality of teachers in practical teaching**

We should admit that the comprehensive quality of the teaching staff in higher vocational colleges is not as good as that of ordinary higher education universities. This is directly caused by the misconception that vocational education is not as good as ordinary higher education, which has long been formed in China. This concept leads to the preference of ordinary colleges and universities for teachers who are employed, and few excellent teachers will take the initiative to choose higher vocational colleges. This has led to the low level of teachers in higher vocational colleges and the inability to respond well to the demand for practical teaching courses in the financial management major<sup>[3]</sup>. In addition, among the professional teachers, some teachers pay too much attention to their own interests, and do not do their best to the students' teaching, and even have the ideas to cope. This unprofessional attitude will obviously lead to the failure of the practical teaching of the financial management profession. Finally, most of the teachers in higher vocational colleges graduated from ordinary colleges and universities, and their own research-oriented

education will inevitably influence their teaching priorities. In addition, the schools did not provide special guidance and training for their teaching according to the training objectives of higher vocational colleges, which led them to not have the teaching ability that should be possessed in the practical teaching of the financial management major in higher vocational colleges.

### **2.3 Insufficient teaching resources to meet the requirements of current practice teaching development**

The current rapid development and constant changes in society, from high-speed development to high-quality development, will inevitably have new requirements for students in financial management. However, due to the general lack of attention paid by schools and teachers to practical teaching, the investment in practical teaching is insufficient, and the practical teaching of the financial management major is still maintained under the traditional teaching mode and level. This has led to the current practical teaching resources unable to keep up with their development needs. This problem is first reflected in the textbooks of students' practical teaching. In the theoretical course, because the development of the theory is relatively mature, its update speed is not fast, and the current textbooks are not completely out of touch with reality. However, for practical teaching, which is based on practical application, the development of application skills is very rapid, and the update of current teaching materials cannot keep up with the actual situation. Another concrete manifestation is the obsolescence of the school's practical teaching infrastructure. The obsolescence of infrastructure is due to the fact that after several rounds of enrollment expansion in higher vocational colleges, the number of students has increased dramatically, and the economic investment of the schools has not been high, resulting in the infrastructure not keeping up with the development of the number of students. 另 On the other hand, it is also because the school does not pay attention to practical teaching, and its limited funds will not give priority to the needs of practical teaching, which leads to the relatively backward infrastructure of the practice teaching of the financial management major.

## **3. Measures to improve Practical Teaching of Financial Management Major in Higher Vocational Colleges**

### **3.1 Strengthen the emphasis on practical teaching**

In order to improve the teaching quality in practical teaching, schools, teachers and students must pay enough attention to it firstly<sup>[4]</sup>. First of all, schools and teachers must clearly understand that the core goal of higher vocational education is to cultivate professional applied talents for modern enterprises. The quality of the training should be judged by whether the students who graduated from higher vocational colleges can be qualified for the job at the beginning of entering the enterprise. Only by unifying the understanding of the training objectives can we pay enough attention to the practical teaching of the financial management major. Schools and teachers should establish a teaching principle oriented to the employment of students. On the basis of fully investigating the current needs of enterprise-oriented talents in the field of financial management, the training of relevant capabilities shall be carried out in a targeted manner. Only by paying enough attention to practical teaching, can schools invest enough teaching resources in practical teaching, and teachers can change the misconceptions that attach importance to theoretical knowledge and despise practical ability. As a result, the teaching quality of practical teaching in the financial management major can be improved, and the training effect of practical ability can be significantly improved.

### 3.2 Improve the professional quality of practical teaching teachers

In order to improve the quality of practical teaching and the effect of ability training, the professional quality of teachers must be effectively improved. First of all, the society must strive to change the misconception that higher vocational education is not as good as ordinary higher education, and open the channel for excellent teachers to enter higher vocational colleges. Secondly, higher vocational colleges should also increase the recruitment of excellent teachers, and improve their treatment to attract the participation of highly professional teachers. For existing professional teachers, the school should regularly organize the training of higher vocational education characteristics and professional ability, which will improve the professional quality of teachers. In addition, schools should encourage teachers to establish sustainable development plans of self-learning and self-improving. Schools should also motivate teachers to continue to improve their professionalism by giving certain rewards to these self-learning teachers.

### 3.3 Increase investment in teaching resources and improve teaching quality

In order to effectively improve the practical teaching effect of the financial management major, schools must increase investment in teaching resources. On the one hand, when selecting the teaching materials for practical teaching, the school should give priority to selecting the latest teaching materials that can meet the current teaching needs. If necessary, we can introduce excellent foreign teaching materials to reflect the timeliness and cutting-edge of the teaching materials. In the use of teaching materials, we should pay attention to the collection of the latest trends in the current financial industry, and update them to the textbooks in a timely manner. In addition, schools should increase cooperation with enterprises and expand the construction of practical teaching and training bases on campus and off-campus<sup>[5]</sup>. By allowing students to connect with relevant companies in advance in practical teaching, they can be exposed to the equipment, tools and software actually used in the current industry, and cultivate their professional skills that meet the current business requirements. On the other hand, students can also have a direct contact with the economic and financial industry to make them aware of the current professional needs and development trends of the industry and enterprises, so that they will have a clear goal in their follow-up learning and practice.

## 4. Conclusions

As the main force of cultivating professional applied talents, the practical teaching of various disciplines and majors in higher vocational colleges is particularly important. However, in the current financial management major, the practical teaching still has problems such as insufficient attention, low professional literacy of teachers and insufficient teaching resources, which seriously affects its teaching quality and teaching effect. In order to cultivate professional application talents that can directly adapt to the development of the times and the current economic development environment, and to meet the needs of society and enterprises for higher vocational education of financial management, we must improve from the following aspects: strengthen the emphasis on practical teaching, enhance the professional quality of the teacher team, and increase school-enterprise cooperation and resource input. Only in this way can we effectively improve the practical teaching effect of the financial management major in higher vocational colleges.

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