



# Research on Teaching Reform of “Financial Market” under the Training of Applied Talents

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The stage results of Shandong Social Science Planning Project (16BJRJ03)

**Abstract:** “Financial Market” is a scientific study of financial markets and their operational mechanism of the main laws of various actors, but also a set of comprehensive, practical, application-oriented, time-sensitive programs. From the perspective of cultivating application-oriented talents, this paper explores the teaching reform of “financial market” on the existing teaching problems, in order to meet the training needs of application-oriented talents under the new trend of Internet finance.

**Keywords:** Applied Talents; Financial Market; Teaching Reform

## 1. The new background of “Financial Market”

The current rapid development of information technology and network economy has spawned a new financial model represented by Internet finance. This financial model updates the traditional teaching content of financial markets, including the financial organization system of the online platform, financial market system, financial products and service system, financial consumer groups and financial regulatory framework. These changes are mainly manifested in the following aspects.

### 1.1 New economic environment

The emergence of a large number of new Internet products has enriched the current financial market’s product types, reduced the degree of information asymmetry in the market, and realized direct connection between the network of funds supply and demand, greatly reducing transaction costs. Internet financial products currently on the market include third-party payments, Internet money funds, P2P online loan platforms, big data finance, crowdfunding, Internet financial portals, and information-based financial institutions.

Internet finance has changed the business structure and operation mode of traditional financial institutions. It has redefined the relationship between financial institutions and customers, changed the structure of the original counter transaction processing business, and a large number of branches have been virtualized by the virtual world and computers. Replaced by. Internet financial institutions are ubiquitous and ubiquitous. They have changed the traditional financial institutions’ restrictions on the service space and operation mode. They can provide services to customers in any way at any time and any place. They can also continue to add new personalization, Differentiated financial services have established a brand new financial ecological environment.

Internet finance has led to the blurring of the boundaries between different financial institutions, and between financial institutions and non-financial institutions, making the traditional “divided operation, separate supervision” system will be replaced by the “all-round operation, mixed supervision” system As a result, the financial regulatory system has also shifted to a functional regulatory type. The high-tech nature of Internet finance, the current financial

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doi: 10.18282/le.v9i5.1196

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supervision system has yet to be improved, which makes financial supervision departments face severe challenges to the supervision of financial institutions.

## **1.2 New target**

Starting from the class of 2018, it is mainly college students born after 2000. These students have grown up with the Internet, and the Internet has become the main way of life. Therefore, in learning, post-2000 college students are also willing to accept Internet-related learning methods and platforms, and the “student-oriented” training concept always runs through the application of talent training goals, which requires that the current teaching methods need to cater The needs of college students after 2000.

## **1.3 New learning model**

Since 2012, a large-scale open online learning model has continuously emerged, and more and more “MOOC” online teaching has entered the classroom of colleges and universities, becoming a major trend of online learning among college students. The “Mu Class” learning mode has the following advantages: The learning time and location are not limited, and it is more flexible and convenient; the learning resources can be watched repeatedly, and can enjoy the curriculum resources of well-known teachers of some well-known universities. This flexible learning model also provides an online learning supplement for traditional financial market teaching.

## **2. Current deficiencies in the teaching of “Financial Market”**

### **2.1 The teaching method is single, it is difficult to mobilize the enthusiasm of students**

The “Financial Market” has high requirements for the understanding and application of basic knowledge points in the teaching process, such as the bill market in the currency market, the stock market in the capital market, and the futures market in the financial derivative market. The current teaching method is still based on traditional teaching methods, which leads to the following two problems in the classroom teaching process: First, it is difficult to explain all the sub-markets of financial market in 48 hours, and only the duck-filling Theory explains that this traditional teaching method is difficult to stimulate students’ passion for learning, and it is difficult to systematically combine knowledge points, so that students cannot understand the teaching difficulties well. Second, most students after 2000 do not have enough self-consciousness to learn High, there is no habit of pre-preparation and after-class review, and the mastery of knowledge points only stays in the state of coping with exams, making it difficult for students to master basic knowledge to form a systematic and coherent, only fragmented memory.

### **2.2 The assessment mechanism is unreasonable**

The current assessment method of “Financial Market” is the mode of “ordinary grades + midterm exam + final exam”. The content of the exam is generally the notes taught by the teacher in the classroom + textbooks. Most students think that as long as the good class is reviewed before the exam The review materials compiled by students hold the “temporary embrace of Buddha feet” mentality and can pass the exam. Such an assessment mechanism does not match the “comprehensive + application” emphasized by the applied undergraduate courses, which seriously affects the teaching effect. .

### **2.3 Teaching lacks practicality**

The course “Financial Market” not only teaches the basic theoretical knowledge of each sub-market of the financial market, but also requires students to be proficient in the operation mechanism of each sub-market, which reflects the “comprehensive + practical” of the course itself. As the cultivation of applied talents, we must emphasize the cultivation of students’ practical ability. For example, the specific operation mechanism of the stock market in the capital market is the major and difficult teaching point of this course, and it is also very practical.

### **2.4 Teaching management is relatively backward**

Since 2000, which has grown up with the Internet, the phenomenon of playing mobile phones in the classroom is widespread. In order to prevent students from playing mobile phones in class, they are required to hand in the mobile phones to the podium 5 minutes before the class. However, this kind of teaching management method can only play a short-term effect, and ultimately it can’t control students’ hearts, resulting in unsatisfactory teaching effects.

### **3. Teaching reform based on the training of applied talents**

In the context of the current rapid development of Internet finance and the reform of schools to accelerate the training of applied talents, the practical skills and comprehensive application capabilities of students are becoming higher and higher, and the teaching teachers must change the teaching concept in time and actively engage in teaching. During the reform, this requires that the current “Financial Market” teaching should be transformed from the following aspects.

#### **3.1 Enriching classroom teaching methods, coupled with MOOC learning**

Under the guidance of the “student-oriented” teaching concept, the traditional classroom teaching methods will be transformed. The course group has designed a set of online and offline learning modes of “financial market” to allow students to participate in the whole process of learning, change the state of passive learning of students, fully mobilize the consciousness and initiative of students to form a good learning. The complementarity between the mechanism and this online and offline teaching model enriches the source of teaching methods. Taking the online MOOC teaching as an example, the currently widely used MOOC apps include MOOCs of Chinese universities, Netease Open Classes and Sina Open Classes, etc. These “MOOCs” can be used as supplements to offline class teaching, Encourage students to reasonably arrange online course learning content according to their own time after class.

#### **3.2 Establish a new assessment mechanism to strengthen learning for students**

The new assessment mechanism should be oriented towards the self-learning of students. Whether it is each individual assignment or group assignment, the proportion of the usual scores should be increased. At the same time, for the proportion of students’ learning time, the proportion of learning frequency, and the proportion of different types of tests on the Pan-Ya platform in the school, grades should be given in stages, and the usual learning process should be included in the assessment system to allow students to start from the beginning. When studying this course, you should pay attention to your learning dynamics and efficiency, and no longer have the learning mentality that you can easily learn.

#### **3.3 Enhancing the practicality of the curriculum, focusing on students’ practical ability**

First, carry out simulation experiment teaching on the course teaching, use the existing securities investment laboratory to purchase the corresponding teaching practice software, and let students realize the combination of theoretical knowledge and practical application through software learning. Second, students are encouraged to provide practical teaching guidance through mobile apps. These APPs can provide the latest financial trends, policy trends, big data diagnosis, stock major intelligence and investment opportunity analysis, which allows students to have a deeper understanding of the financial market in daily life, stimulate students’ interest in learning, and also transform mobile phones into student learning. Effective learning aids in the process. Third, strengthen cooperation with off-campus practice bases. These practice bases correspond to the corresponding financial sub-markets. Through the post-learning and training of these practice bases, students will have the opportunity to get enough practice training after learning theoretical knowledge.

#### **3.4 Innovative teaching management methods**

Mobile phones have become an indispensable part of the learning and life of college students after 2000. In the classroom teaching management model, relying solely on the handover of mobile phones does not allow students to devote themselves to classroom learning. At present, all teaching buildings in the school have been covered with WIFI network, and the teacher should guide students to use mobile phones for auxiliary teaching. During the teaching of teaching knowledge points, if you encounter knowledge points that students do not understand or are easily confused, you can select individual students in the class to query these concepts, and ask these students to explain, and finally let all students discuss and grade, which is not only effective. Managed the classroom, and also increased the interest of students in the learning process, making the mobile phone a useful teaching aid in the classroom teaching management.

## **4. Conclusion**

In the context of the rapid development of the Internet, the financial market is changing rapidly, financial products are constantly emerging, and financial risks are constantly magnifying. To become an application-oriented talent in finance, students must have comprehensive application capabilities in many aspects. Teaching teachers should enrich the current teaching methods, optimize the design of teaching content, increase the practicality of the courses, cultivate students' theoretical analysis ability, and improve students' practical application ability, so as to meet the needs of training applied talents in the "Financial Market".

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