

Discussion on the Teaching Mode of Financial Management Practice under the Background of Information

Zheng Wang

Fuzhou University of International Studies and Trade, Fuzhou, Fujian 350000, China

Abstract

In recent years, with the promotion of information technology, financial management has gradually extended to informatization and networking. The practical teaching mode of financial management should be continuously improved. It is necessary to train students to understand the theoretical knowledge of financial management, and teachers need to train students to learn and master a series of comprehensive skills such as information collection, data analysis and information transmission. By improving the teaching model, teachers can lead students to extend professional and personalized learning, improve their own professional capabilities, and become compound talents in the new era.

Keywords

Informatization; Teaching Mode; Data Analysis.

1. Introduction

In recent years, with the promotion of "Internet plus", financial management has gradually developed towards informatization and networking, which will directly affect the teaching mode of financial management. Teachers should not only understand the theoretical knowledge of financial management, but also learn and master a series of comprehensive skills such as information collection, data analysis and information transmission. Global informatization is an irreversible environmental trend. In the development of artificial intelligence, some financial management posts lacking exploration and innovation have been replaced by accounting robots[1]. Therefore, as a financial management teaching practitioner closely related to data science, we must fully understand and follow up the development direction of information technology, and lead students to extend personalized professional learning, improve their own business capabilities, and become a composite talent in the new era. To sum up, it is an attempt and challenge for both teachers and students to discuss the financial teaching practice mode under the information background[2].

2. Current Situation of Financial Management Teaching

At present, most colleges and universities still use the traditional teaching mode for teaching. The teaching center is concentrated on "teachers, textbooks and classrooms". Under the information background, the traditional teaching mode exposes some problems:

2.1. The Lag of Knowledge

Undergraduate students are the first to receive financial management teaching, and have no relevant economic literacy and basic knowledge before. Through a semester of teaching, students usually can only master some basic concepts and principles. The fragmented supplementary learning in their spare time lacks systematicness and pertinence. Financial management is a subject with strong practicality, and this lagging knowledge cannot make students really apply what they have learned.

2.2. The Passivity of Students

The passivity of students is limited to the basic theoretical knowledge of textbooks, which makes students in a passive state at the beginning of the course, unable to actively learn the course, and then the lack of solid basic knowledge in the early stage causes difficulties in subsequent learning. This vicious circle seriously attacks the enthusiasm of students.

3. Mixed Teaching Mode

In the context of information technology, blended learning [3] is gradually promoted at home and abroad. With the combination of online learning and face-to-face communication, students' dominant position in the classroom is organically combined with teachers' leading role to improve students' learning success rate (improve concept understanding, deep method mastery and get higher scores). However, some studies suggest that students themselves still have doubts about the value of blended teaching [4]. Mixed teaching closely combines traditional teaching with contemporary information technology, while contemporary communication technology is close to human thinking process in some aspects. In order to verify this idea, we discuss it in teaching practice, and conduct feedback and statistical analysis through questionnaire survey. The subjects of the survey were two classes of the sophomore financial management course, with a total of 60 students. All students were the first to accept this teaching mode. See Figure 1. for the flow chart of mixed teaching.

3.1. Questionnaire Design

The form is set according to the previous teaching satisfaction measurement scale and the actual situation of our school. There are 4 items in the teaching environment survey, 5 items in the teaching process survey, and 2 items in the satisfaction measurement of teaching effect. Each item has a full score of 5 points. The students can give a score of 1-5 points at will, indicating their agreement. The survey results are shown in Table 1.

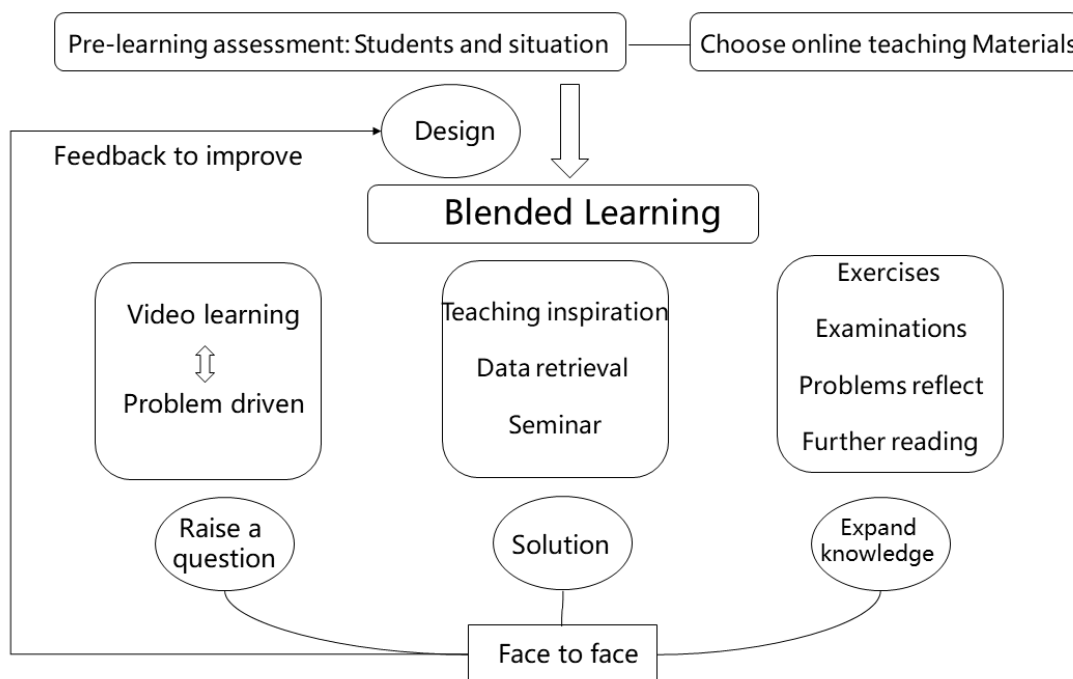


Figure 1. Mixed teaching process schematic diagram

Table 1. Questionnaire and final score statistics

Question	MEAN	SD
A1 Whether mixed teaching is beneficial to increased interaction?	3.52	0.93
A2 Whether the online learning process is smooth enough?	3.88	0.78
A3 Whether you are satisfied with the online course you choose?	3.28	1.09
A4 Are you satisfied with the equipment and place of offline teaching?	3.43	0.99
B1 Do you think online video learning will help you?	4.42	0.48
B2 Do you think that problem-oriented topic discussion is helpful to financial management practice?	4.52	0.67
B3 Do you think that through pre-learning, it helps to understand the difficult points?	4.26	0.47
B4 Is the hybrid teaching useful for the final exam of the course?	3.03	1.24
B5 How active is the class of blended learning?	3.77	0.78
C1 How much do you think mixed learning helps you engage in professional competence?	4.65	0.37
C2 Do you think the hybrid teaching is very efficient in learning?	4.09	0.57

3.2. Questionnaire Survey Process and Sample Analysis

During this survey, the student participation rate was 100%, the completion rate was 100%, the male sample was 28, and the female sample was 32. There was no statistical difference in the composition ratio. All students were sophomores, and the same teacher completed mixed teaching for at least half a year (participated in a course assessment during the period). This questionnaire was conducted through Cronbach's α coefficients, which are all above 0.8, indicating that the reliability of this questionnaire is high. After randomly deleting an item, Cronbach's α coefficient has no significant change (the increase is less than 0.5), and the preliminary conclusion is that the validity is acceptable."

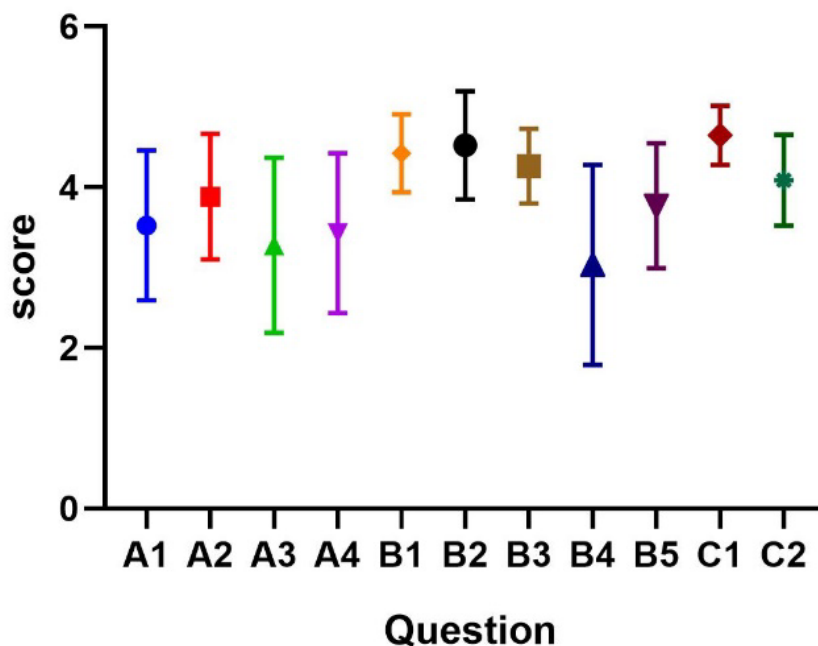


Figure 2. Analysis of the questionnaire survey results

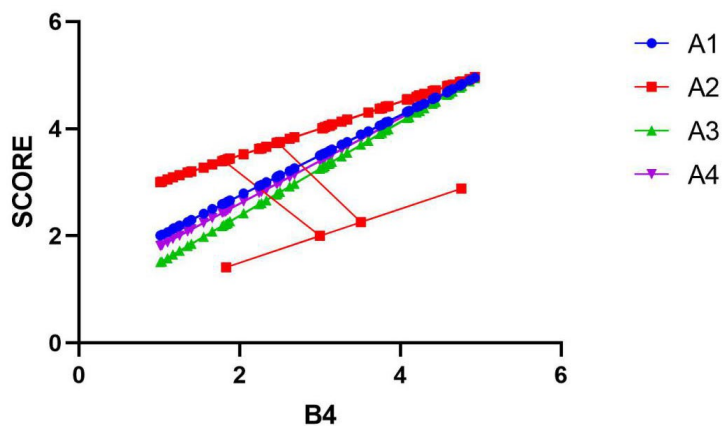


Figure 3. Correlation analysis of the final examination and the teaching environment

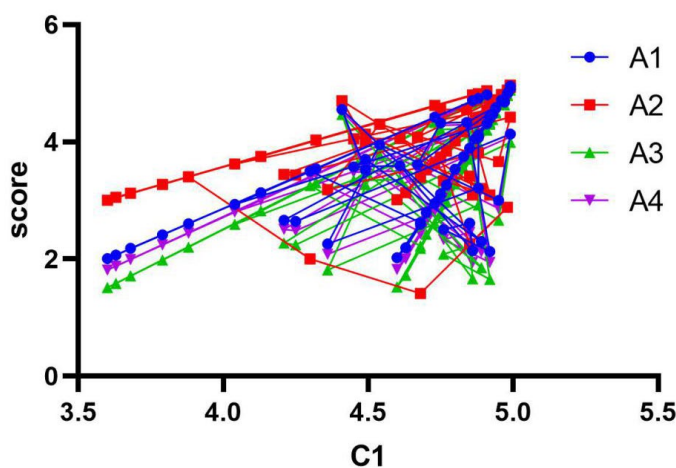


Figure 4. The correlation analysis between the degree of professional competence and the environment

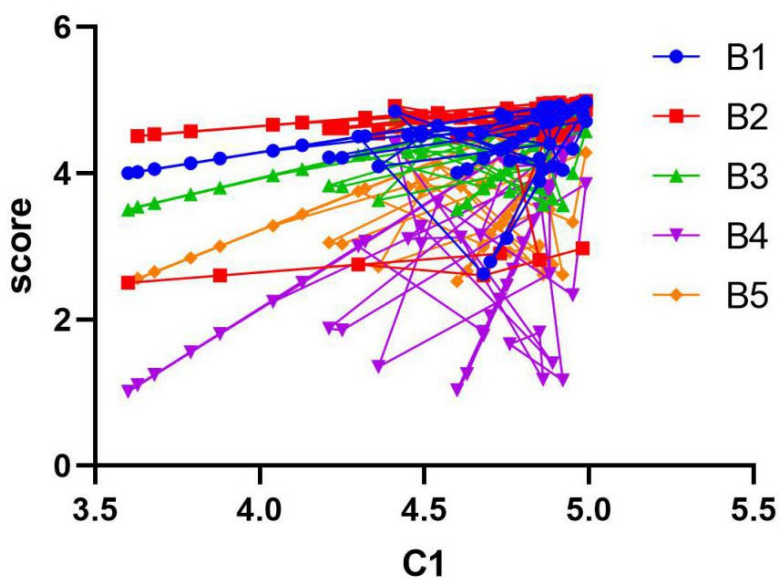


Figure 5. Correlation analysis between the degree of professional competence and teaching process

4. Evaluation of Mixed Teaching

It can be clearly observed from Table 1 and Figure 2 that the average score of basic students in the evaluation of mixed teaching is more than three points, indicating that the overall level of students' acceptance of mixed teaching is relatively high, and their evaluation is also fair, which is similar to the previous research conclusion [4].

Carefully analyze other aspects of the questionnaire, among which the score of B2 (do you think problem-oriented topic discussion is helpful to financial management practice?) is the highest of the option, showing that in the context of information technology, we should seek a main line in the complex information flow, and an appropriate problem is the backbone of the whole systematic learning, which is the core of the learning practice skills. In the 18th China Accounting Informatization Annual Conference, Financial Innovation in the Digital Economy was put forward. Among the suggestions for teaching, "Cloud Classroom" teaching system, passion teaching method and data analysis tool application were introduced into the system curriculum. At the same time, the online classroom teaching was evaluated [5]. Therefore, problem orientation may become the link between online cloud classroom and offline system teaching. As a front-line teacher, how to put forward a good question (which can not only cover knowledge points, but also guide students to learn independently, and the question is also external, through which to expand more rich knowledge points) is the top priority in the future teaching work. Different teachers can also communicate and discuss this optimal problem.

More importantly, the score of B4 option (is mixed teaching useful for the final exam of the course?) is the lowest. It can be seen from the perspective of students that this kind of mixed learning has a positive significance for the practice of financial management, in view of the fact that most of the undergraduate examinations are biased towards basic concepts and understanding tests. That is to say, although mixed teaching can absorb enough information, it is not absolutely appropriate for book-based exams, which is also the potential deficiency of hybrid teaching. Or, from another point of view, the disadvantages of exam-oriented education have also been revealed. Although standardized exam answers are conducive to teachers' correction and standardized scores, they are basically fair to each candidate, and the objective scores are relatively high. However, in this information background, in front of such a highly practical discipline of financial management, what students lack is not access to basic knowledge, but how to apply knowledge from textbooks or videos to practice to solve problems encountered in future work, which is also a major sticking point of education. How to choose this balance point is also the focus and difficulty of future research work. However, it cannot be ignored that previous studies also suggest that blended teaching may not be significantly related to students' performance, and research in this area is still worth further deepening [3]. As shown in Figure 3, the correlation between the analysis course and the final examination and environmental factors (A1-A4) will be analyzed. It is found that A3 option (whether satisfied with the online course selected by the teacher) has the highest correlation with it, which means that the teacher's choice of online courses is related to the final academic examination information. It is of great significance to consider correlating test papers with it when choosing online courses, which can improve the students' satisfaction with B4 option.

No doubt, among the options, most students think that the video learning of B1 option (do you think online video learning is helpful to you?) is of great significance for improving offline learning. However, the scores of the four environmental topics (A1, A2, A3 and A4) are not very high, which means that there is much room for improvement in terms of online course selection, teachers' online performance and the standardization and humanization of online teaching equipment. As China officially launched mixed learning for college students for a short period of time, online learning has been greatly improved during the COVID-19 in 2019. We are optimistic that with the participation of online learners, more excellent teachers and

enterprises will participate in the online learning team, and hardware problems will always end. As teachers of traditional teaching methods, we should follow the trend of informatization, In the tide, we will work with students to improve their teaching level and keep pace with the times.

Similarly, there are many areas that need to be improved in the student side. B5 (how active is the class of blended learning?) In the options, we found that although the activity of blended learning has improved a lot compared with the traditional expository classroom, it is still far from the discussion-based teaching in Europe and the United States. Although students have given high scores, it is still unsatisfactory in terms of teaching practice, which may be related to Chinese students' tendency to listen more. The real understanding is not to have no problems, but to find problems, and students have already learned online when they go online and offline. Therefore, we believe that this kind of participation problem will last for a period of time and cannot be improved very well. We can consider incorporating the usual discussion and assessment into the final course assessment, so as to stimulate students' enthusiasm to participate and improve the level of classroom activity.

In order to find out the factors that have the highest correlation with C1 (how much do you think mixed learning helps you engage in professional competence), we have made a correlation analysis of C1 with environmental factors and teaching process (as shown in Figure 4 - Figure 5). We found that this is a very complex outcome, especially when the score is high, there are many influencing factors, and it is impossible to find a single variable to explain this outcome. Factors are affected by the sample size. This study did not carry out multivariate regression and analysis to find the relationship. In further research, a larger sample size and multiple linear regression are needed to explore the relationship.

5. Summary

The information background is both an opportunity and a challenge to the practical teaching of financial management. On the one hand, financial management, a subject with strong practicality, can be more intelligent and accurate only through informatization. On the other hand, the background of information technology has brought unprecedented challenges to teachers and students' ability to obtain and process information. We must try new teaching methods to meet this challenge. Undoubtedly, mixed teaching is one of the best ways to solve this problem at present. Only by exploring new methods and verifying new methods in an overall way can we better improve the comprehensive quality of students and improve the quality of education.

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