

Exploration of Teaching Reform under the Integration of Course and Certificate Model: Taking Financial Market Studies as an Example

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Abstract

The rapid development of the socio economy and industrial transfer have driven changes in talent capabilities and structure, therefore the current state of education also needs to be transformed. Traditional teaching models can no longer adapt to the development of students' careers. In recent years, the integration of courses and certificates as an important mode of teaching reform has received increasing attention and implementation from more and more universities. Taking financial markets as an example, this article explores the teaching reform model under the integration of curriculum and certification. Firstly, it elaborates on the significance of the reform of the curriculum and certification integration model: it matches the development of the times, is more conducive to the career development of students' achievements and abilities, is more conducive to the integration of schools and industries, and changes traditional teaching forms; Secondly, it elaborates on the common problems that may arise during the implementation of the course certificate integration model, such as inconsistent teaching content and certificate standards, weak teacher strength, limitations on curriculum design, and weak connections between schools and certification agencies. It also proposes strategies to optimize curriculum design, enhance teacher resources, strengthen the connection between universities and certification agencies, and improve evaluation feedback mechanisms, in order to provide theoretical and practical guidance for the implementation of teaching reform under the course certificate integration model.

Keywords

Course certificate integration; reform in education; Financial Market Studies; Education model.

1. Introduction

With the acceleration of economic globalization and informatization, the rapid development of the financial industry urgently requires practitioners to possess strong professional and practical skills. However, traditional subject education, especially curriculum education in higher education, mostly focuses on the education of subject knowledge, with little attention paid to students' practical hands-on abilities and vocational qualification exams. So how to ensure the quality of teaching and cultivate high-quality talents that meet the needs of society is an urgent problem that universities need to solve. The integration model of curriculum and certification is an educational model that combines the learning and certification of vocational qualification certificates on the basis of traditional subject education. It combines subject knowledge learning with practical vocational skills training, organically combining subject knowledge learning and vocational qualification examination. This enables students to obtain a corresponding vocational qualification certificate after the theoretical classroom of their

school major, which is a multi-dimensional learning path for students, better meets the needs of industry talents, and improves their employment competitiveness.

2. The Significance of Teaching Reform in The Model of Integrating Courses and Certificates

(1) Meet the development needs of the times

With the development of social informatization and the transformation of economic models, the financial industry has increasingly high requirements for practitioners, and knowledge alone is far from sufficient to meet the needs of career development. The integration of courses and certificates can connect subject teaching with career development needs, allowing practitioners to acquire the necessary knowledge and skills in school, while also obtaining vocational certificates in classroom learning. Based on theoretical knowledge, they can improve their practical level, which is in line with the requirements of the times. Of course, this also provides students with a more direct job search channel[1].

(2) Enhance students' career competitiveness

The competition in the current society is extremely fierce, especially in the financial field, where employees with relevant professional qualifications have greater opportunities to work than those without. The theory of integrating courses and certificates organically integrates subject teaching and vocational qualification certificate learning, allowing students to obtain industry recognized certificates after graduation. It helps students improve their competitiveness in employment, enabling them to grasp the development and dynamics of the industry earlier and enter their career paths[2].

(3) Strengthen the close connection between schools and industries

The implementation of the course certificate integration model requires deep cooperation between schools, certification units, and industry enterprises, which helps to promote information flow and resource sharing between schools and industries, ensure the alignment of teaching content and industry needs, and continuously innovate and optimize teaching content and methods; Schools can also strengthen their connection with industries through cooperation, create more internship opportunities and employment channels for students, achieve deep integration of industry, academia and research, and improve the level of education serving society.

(4) Change the traditional teaching mode

Traditional higher education focuses mainly on academics and does not cultivate students' vocational skills. The integration of subject education and vocational qualification certificates can effectively change the current situation of higher education, promote changes in educational content and methods, and organically combine vocational qualification certificate acquisition with subject education. Students can accumulate experience in practice, improve comprehensive quality, enhance practical skills, and change the traditional teaching mode of "talking on paper" in education, making teaching more targeted and practical.

3. The Problems Faced By Teaching Reform Under The Mode of Integrating Courses and Certificates

(1) The teaching content does not match the qualification certificate standards

In the implementation of the integration mode of curriculum teaching, there has been a phenomenon of disconnection between teaching content and vocational qualification certificate requirements. The curriculum content is formed by learning students' basic theoretical knowledge and scientific logical thinking. The focus of curriculum teaching is to

impart academic knowledge and establish a knowledge system of students' theoretical structure, which is obviously disconnected from the abilities and skills required for work. To some extent, it does not meet the requirements for obtaining vocational qualifications. Obtaining vocational qualification certificates requires certain professional abilities and practical operations, which deviates from the strong theoretical content of some curriculum systems. In the teaching of courses in the financial field, students may understand and be familiar with the theories of financial markets and the principles and basic structures of economics, but they lack training in practical financial operations such as financial transactions and financial risk management. If the teaching content of students' courses is not effectively connected, it will result in students being unable to meet the practical ability requirements of vocational qualification certificates after learning academic knowledge. Therefore, in response to the difference between the two requirements, schools should make adjustments to the teaching content. The content should not only take into account the basic teaching of theoretical knowledge, but also strengthen practical training and skill training, meet the requirements of vocational qualification certificates for teaching activities, and promote the improvement of students' comprehensive quality and ability in multiple aspects[3].

(2) Insufficient teacher ability

The ability and level of teachers are directly related to the implementation of the curriculum certification integration model, which is also a shortcoming of many colleges and universities at present. Many university teachers, although possessing strong professional academic foundations, do not have extensive industry practical work experience. And many universities use teachers who integrate course and certificate, often with strong theoretical teaching skills but lack practical work experience that is integrated with actual work. For example, in majors with strong practical applications such as finance, students must not only focus on mastering theoretical knowledge, but also need to apply their understanding of relevant professional theoretical knowledge in practical situations. The cultivation of these abilities requires teachers with industry experience to complete. If teachers only simply impart relevant professional theoretical knowledge and lack experience in industry work, they cannot effectively integrate job requirements with teaching content, resulting in students having difficulty understanding and mastering the relevant knowledge of industry practical operations. Teachers cannot explain the course content and teaching methods corresponding to the qualification certificate to students. In addition, on the basis of teachers' low understanding of qualification certificates, they are unable to effectively design teaching methods for students based on the standards and content of qualification exams, and establish teaching links that are integrated with qualification standards according to actual operational requirements for students, which affects the application effect of the course certificate integration model.

(3) Limitations of curriculum design

At present, there are significant limitations in the curriculum design of higher education institutions under the model of integrating courses and certificates. Many universities' teaching curriculum is mainly based on theoretical knowledge. Although some universities have begun to try to add practical courses, the number and depth of courses are not sufficient to meet the operational skills training standards on vocational qualification certificates. Especially in courses such as financial markets, theoretical knowledge accounts for the vast majority of class hours, and students have very limited opportunities for practical training. Even students may have a clear understanding of the basic principles of stock market trading, but they may not receive practical training in securities trading and market analysis. However, many courses are based on meeting their own training objectives and do not provide separate training for the relevant skills required for vocational certificates, resulting in students not receiving the necessary job training after graduation.

(4) The cooperation between certification agencies and schools is not close enough

The prerequisite for the successful implementation of the course certificate integration adaptation model is for universities to collaborate with certification agencies and industry enterprises. However, the cooperation between many universities and certification agencies has not yet reached a high level, and shallow cooperation is very prominent. There are many types of certification certificates set up, but there is a lack of understanding of industry standards and certificate assessment systems. The courses set up cannot be closely integrated with certification requirements. However, there are also certain differences in the requirements and standards of certification bodies, and universities have limited perception and handling of these differences, making it difficult to form a unified and systematic approach to preparing vocational qualification certificates for students to teach[4].

4. Teaching Reform Strategies under the Integration Mode of Course and Certificate

(1) Optimize course offerings and enhance practicality

Firstly, the teaching content of the course should be aligned with industry standards and certificate requirements, especially by strengthening the proportion of courses that can enhance students' practical work abilities. For example, the teaching of financial market courses can help students achieve a certain degree of market environment experience through simulation trading, case teaching, experimental classrooms, and other methods, and enhance students' understanding of the operating principles of market mechanisms, financial instruments, and other aspects. In the experimental teaching environment, students can engage in learning activities such as stock trading, risk management, and asset allocation through simulated virtual trading halls, cultivating their practical abilities and enabling them to meet the requirements of practical work in the financial field.

Secondly, the curriculum should be enriched, not just a single theoretical course, but can introduce knowledge closely related to the industry, such as setting up industry themed lectures, industry expert symposiums, inviting senior experts to enter the classroom, communicating with students, introducing the development of the industry, explaining the relevant requirements for future professional qualifications and the implementation methods for obtaining qualifications. These settings can help students better understand the industry, so that they can obtain relevant qualifications as soon as possible after entering the industry in the future.

Thirdly, schools should actively engage in school enterprise cooperation, jointly establish student off campus training bases with enterprises, and guide students to practice in practical work of enterprises. On the one hand, this can apply students' learning knowledge from universities to practical work, while on the other hand, it can also help them understand the daily work methods and industry rules of enterprises, as well as the requirements for professional qualifications and abilities, laying a foundation for future employment. If schools cooperate with financial institutions to conduct enterprise case analysis and investment simulations based on real data from financial institutions, it is very effective in cultivating students' analytical, judgment, and practical skills, which meets the requirements of vocational qualification certificates for practitioners' practical abilities.

(2) Improve teachers' practical abilities and qualifications

Firstly, universities should allow teachers to step out of the classroom and engage in industry work, or collaborate with industry enterprises. Through brief industry practice, teachers can not only understand the basic situation and development trends of the industry, but also learn advanced technologies and operational methods of the industry, bring the most cutting-edge industry trends to the classroom, and enhance the timeliness of teaching. The important role of teachers' industry experience and background is particularly evident in disciplines closely

related to industries such as financial markets. College teachers can be encouraged to conduct vocational training in financial institutions, participate in industry forums, or provide consulting services to industry enterprises. These industry experiences can enable teachers to more effectively participate in the teaching practice of the course certificate integration model. Secondly, in the actual work process, universities should organize teachers to receive organized and targeted vocational qualification certificate training, in order to strengthen teachers' understanding of various certificate examination requirements, evaluation standards, and industry requirements for students. As a teacher, mastering one or several professional certificates can promote the construction of practical courses for students and provide more practical and effective guidance for students. Conducting targeted vocational qualification certificate training can enable teachers to learn about the latest industry standards and requirements, as well as the latest requirements for qualification certificate exams, helping them optimize and transform their teaching modes, methods, etc., and thus assist students in preparing for and practicing[5].

Thirdly, strengthening the improvement of teachers' professional ethics not only involves enhancing their industry experience, but also includes improving their teaching abilities. Teachers should improve their teaching methods and skills through training and participation in educational conferences, and have stronger thinking and exploration on how to combine theory with practice and how to cultivate students' practical abilities. Universities can organize regular teaching seminars, inviting industry experts and teaching specialists to discuss and research how to better carry out vocational skills teaching in class, how to use new teaching methods such as project-based learning and case-based learning for project-based teaching.

(3) Strengthen cooperation with certification bodies and industries

Firstly, it is necessary for universities to strengthen their connections and cooperation with relevant certification agencies, fully understand the standard system of occupational certification for relevant industries, and highly align the professional course content with the certificate standards for the training of students' application abilities. Usually, certification bodies establish standard examination procedures and competency standards for practitioners in different industries, which are the basic requirements of the industry for practitioners' competency norms. It is necessary for universities to invite experts from certification agencies to participate in the design of corresponding professional courses and the development of teaching syllabi, so that their teaching content highly complies with industry standards and relevant certificate requirements. Universities can collaborate closely with certification agencies to regularly provide students with teacher training, pre exam coaching for qualification certification, and pre exam coaching courses, providing relevant professional qualification certificate exam coaching for students.

Secondly, universities can establish long-term cooperation agreements with industry enterprises to provide students with more practical platforms and employment channels. Universities can collaborate with industry enterprises to establish joint experimental training rooms and internship bases, providing students with internship platforms to hone their skills in practical work and familiarize themselves with workplace needs in advance; Through the above cooperation, students can not only enter enterprises and gain the most cutting-edge technological experience in the industry, but also familiarize themselves with corporate culture and grasp industry trends, better preparing for their own employment. At the same time, they can also drive enterprises to participate in the improvement of school related courses in the form of enterprise participation in curriculum design and textbook writing, increasing the industry practicality of curriculum design.

(4) Improve the evaluation and feedback mechanism

Firstly, universities should establish a regular analysis and evaluation system for curriculum design, teaching quality, student learning outcomes, and their professional quality. Analyze and evaluate students' theoretical grades, practical abilities, and vocational exams recognized by industry and enterprises to improve the quality of higher education; Obtain relevant data through students' learning feedback and feedback from students and enterprises, analyze students' knowledge application and practical abilities, adjust professional teaching content and methods in a timely manner, and ensure that teaching content closely follows industry qualification certificate content.

Secondly, universities should establish a feedback model that involves multiple parties. In addition to student feedback, feedback from teachers and certification agencies is equally important, and industry and enterprise opinions are also crucial. Universities can regularly hold teacher teaching seminars, invite certification agencies and industry enterprises to participate, exchange teaching experience, share industry needs, and explore ways to improve course teaching content and methods. In addition, students should be encouraged to participate and provide feedback to the school on the problems and needs that arise during the learning process. The school can adjust the teaching plan in a timely manner based on students' feedback information and continuously optimize teaching.

Thirdly, universities need to do a good job in tracking and investigating graduates, providing feedback on their employment situation, and obtaining direct feedback from the school on course content and teaching methods. Based on the industry, conducting graduate tracking surveys can help universities clarify which courses' course content does not reflect the industry's needs, and which vocational qualification certificates' content is not reflected in teaching, providing a basis for the school's reform of course content.

5. Conclusion

The integration of courses and certificates in the financial industry is beneficial for the reform of professional courses in the financial industry and for enhancing students' employment competitiveness. This not only conforms to the current social development environment, but also has its inevitability. Promoting the integration of courses and certificates in the field of financial markets is one of the key focuses of the integration of the financial industry and university professional construction. Students with financial industry certification certificates are more easily accepted by enterprises and enhance their competitiveness. Of course, in the specific application process, there are still some obstacles to the integration of courses and certificates, and universities need to take effective measures to ensure it. This can better stimulate the teaching vitality of universities and promote the integration of courses and certificates based on the comprehensive quality and connotation of courses.

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