

The Construction and Improvement of the Teaching System of Finance and Economics in Higher Vocational Education under the Background of School Enterprise Cooperation

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Abstract: Combined with the problems found in the current investigation of the teaching mode of Finance and economics course in higher vocational education, this paper constructs an effective teaching mode, which includes the analysis of teaching subject, the determination of teaching objectives, the reorganization of teaching contents, the organization and implementation of teaching, the management and evaluation of teaching, and applies it to the teaching of courses. The results show that the successful implementation of the effective teaching of Finance and economics courses in higher vocational education is based on the emphasis on the synergism of the two main bodies of school and enterprise in the process of educating people; the reconstruction of teaching content, the setting of teaching objectives at different levels; the change of teaching mode and method and the strengthening of the establishment and improvement of the internal quality assurance system of all elements network.

1. Introduction

"Integration of industry and education, school enterprise cooperation" is the only way of teaching reform in higher vocational colleges, and also the key link to improve the teaching quality of higher vocational education. Curriculum construction and reform is the core to improve the quality of teaching, but also the focus and difficulty of teaching reform[1]. Under the existing conditions, how to improve the teaching output effect of Finance and economics courses in Higher Vocational Colleges and improve the teaching quality in an all-round way is a key problem to be solved.

2. An investigation and Analysis of the Current Situation of the Teaching Mode of Financial and Economic Courses in Higher Vocational Education from the Perspective of School Enterprise Cooperation

2.1. Design and Implementation

The design of the questionnaire on the current situation of school enterprise cooperation is mainly for the financial related majors and professional groups[2]. The questionnaire includes the form of school enterprise cooperation, the content of school enterprise cooperation, the main teaching mode in the process of school enterprise cooperation, the main role of the enterprise in the teaching process, the role of school enterprise cooperation in cultivating students' comprehensive professional ability and the main problems existing in school enterprise cooperation. The questionnaire was sent out online through the questionnaire star, and some colleges and enterprises adopted the form of face-to-face interview. 78 questionnaires were collected effectively. The survey institutions include Shandong Economic and Trade Vocational College, Weifang vocational college, Shandong Transportation Vocational College, Shandong Business Vocational and technical college, Zibo Vocational College, Shandong Foreign Trade Vocational College, Shandong Business Vocational College and other 35 Vocational Colleges in the province.

2.2. Data Analysis

The form of school enterprise cooperation is mainly agreement cooperation and temporary cooperation. The contents of school enterprise cooperation mainly focus on students' internship in cooperative enterprises (100%), students' employment in cooperative enterprises (88.46%), enterprises' accepting professional teachers' Post Practice (76.92%), enterprise technicians' part-time courses in schools (73.08%), enterprises' active participation in the construction of school internship training base (57.39%) and joint development of training materials (52.56%) between schools and enterprises. The proportion of cooperation in training employees (46.15%) for enterprises and providing opportunities for enterprises to participate in industrial activities (30.77%) is relatively low. Among them, teachers' participation in technological innovation of enterprises and school's service for corporate culture construction account for the lowest proportion, only 15.38%. The survey data shows that the depth of school enterprise cooperation in finance and economics related majors and professional groups is not enough, and many cooperation still stays at a shallow level[3]. The proportion of part-time teachers to guide practical teaching is 76.92% in the process of school enterprise double owner physical education, 61.54% of enterprises provide teaching cases for schools, but only 46.15% of enterprises directly participate in classroom teaching, which shows that enterprises play more role in practical teaching guidance in the teaching process[4]. From the survey results, school enterprise cooperation can effectively help the school to formulate clear, scientific and close to the needs of the post (84.62%), give advice or guidance to the education and teaching process (73.08%), and can evaluate the comprehensive quality of the employed students and feed back to the school (69.23%), to a certain extent, it can promote the specialty to adjust the teaching according to the needs of the enterprise's post ability Plan to improve teaching output efficiency.

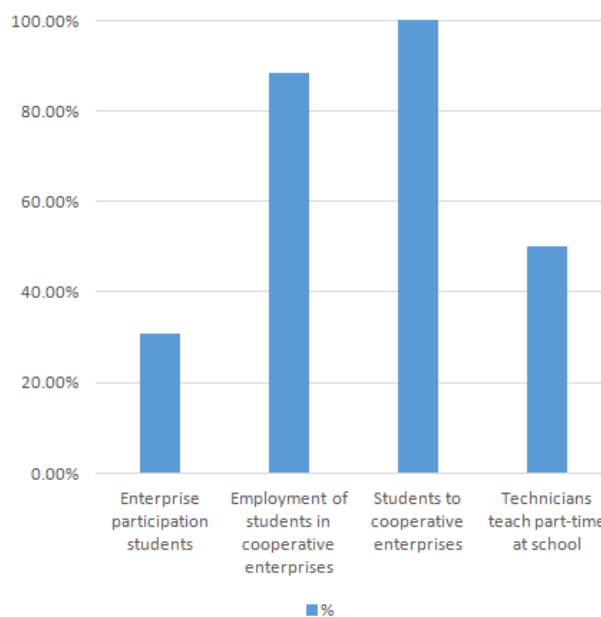


Figure 1 Investigation and analysis of school enterprise cooperation

2.3. Summary and Evaluation

At present, the main teaching methods of Finance and economics courses in higher vocational colleges are: situational teaching and case teaching, project oriented and task driven teaching and mixed teaching. In the investigation and analysis of the current situation, it is also found that there are several problems to be solved in the teaching process of Finance and economics courses in Higher Vocational Education: first, the enthusiasm of enterprise participation is not high, and the enterprise tutors and full-time teachers in the school do not meet the requirements of effective teaching under the cooperation mode[5]; second, the classroom teaching cases are still mainly based on simulation, supplemented by simulation, and supplemented by authenticity; third, online

teaching The rich learning resources on the teaching platform have not been effectively utilized; fourth, the school enterprise dual evaluation mechanism has not yet been formed.

3. Construction and Implementation of Effective Teaching Mode

3.1. Theoretical Model Construction of Effective Teaching Mode

The key element of effective teaching is the validity of learning. The effective teaching mode can be designed from five aspects[6]: teaching subject analysis, teaching goal determination, teaching content reorganization, teaching organization and implementation, teaching management and evaluation.

3.2. Effective Teaching Mode Implementation

Experimental courses and implementation objects this study selects two courses of "securities investment practice" and "real estate appraisal" from the Department of Finance and finance of Shandong Vocational College of economy and trade as experimental courses. The implementation of the two tasks of teaching goal determination and teaching content reorganization are entrusted to teachers (school enterprise cooperation) for preparation before class. The teaching management is mainly supervised and guided by the teaching supervisor at the school level. The real-time monitoring of learning is based on the information-based teaching platform (or mobile app). The teaching evaluation mainly considers the information platform based student evaluation at the micro level. The implementation process of this discussion is mainly aimed at teaching organization and implementation. Before the implementation of each class (task), the teacher will arrange the pre-school guidance and related learning resources (online platform) to the students in advance, so that the students can do a good preview[7]; in the implementation process, through the design of learning activities, learning resources, learning support, etc., the students take the group as the unit, in the case of given tasks and requirements, according to the requirements of the task work order, From data collection, scheme formulation, scheme implementation to project report writing, the students shall complete it on their own. According to the problems of students in the process of task completion, teachers give targeted guidance; for students who complete the basic tasks in advance, then arrange expansion tasks to improve their expansion ability[8]. The specific implementation steps are: information, planning, decision-making, implementation, inspection and evaluation. In the whole process, students are the main body, teachers are the leading, and more emphasis on the interaction between teachers and students. This "interactivity" includes both online and offline interactions. What teachers and students transfer is not only the learning of theoretical knowledge and the improvement of practical skills, but also the inheritance of professional spirit and core quality derived from this process

4. Effect Evaluation of Effective Teaching Mode

This study adopts the quantitative evaluation method of questionnaire survey. At the end of the semester, the research objects are divided into 10 secondary indicators (classroom teaching goal achievement, curriculum teaching goal achievement, relevance between teaching content and teaching goal, combination of theory and practice, flexibility of teaching methods and teaching means) included in four primary indicators (teaching goal achievement, teaching content suitability, classroom teaching interaction and teaching resource guarantee) In order to understand the application effect of the effective teaching mode, a questionnaire survey was carried out. In the questionnaire design, using Likert scale analysis table, the answer is designed as five options, which are "very agree", "agree", "uncertain", "disagree" and "very disagree"[9]. The scores are recorded as 5, 4, 3, 2 and 1 respectively. When the final evaluation score is ≥ 4 , it indicates that the course has achieved effective teaching.

4.1. Analysis on the Achievement of Teaching Objectives

Most students think that teachers' teaching objectives are clear (64.58%, 35.42%); the teaching

objectives set by teachers are of appropriate difficulty, and each teaching objective can be achieved well (57.29%, 40.63%, 2.08%); after the course is completed, the corresponding knowledge, ability and quality objectives of the course can be achieved well (48.96%, 46.88% agreed and 4.16% uncertain. After calculation, the score of teaching goal achievement is 4.55.

4.2. Analysis on the Suitability of Teaching Content

When asked about the question "teachers reconstruct the course content according to different requirements of knowledge, ability and quality, which can better improve the professional ability of the post", more than 98.96% of the students gave affirmative answers; the breadth and depth of the course content can meet the requirements of the course teaching objectives (very agree with 61.46%, agree with 37.5%, not sure with 1.04%); the theories learned in the course Knowledge can be combined with practical application (57.29%, 41.67%, 1.04% uncertain). After calculation, the evaluation score of teaching content suitability is 4.58.

4.3. Analysis of Classroom Teaching Interaction

Students generally believe that the teaching strategies (teaching methods, teaching methods, etc.) adopted by teachers can arouse learning interest (very agree with 57.29%, agree with 42.71%); the teaching style of teachers can arouse learning enthusiasm (very agree with 61.46%, agree with 37.5%, uncertain with 1.04%); teachers use the sharing class platform or mobile app such as cloud class and blue ink cloud class to conduct interactive classroom teaching Learning can improve learning enthusiasm and initiative more than traditional teaching (very agree with 70.84%, agree with 26.04%, uncertain with 3.12%); make better use of network resources to complete preview, review and consolidation exercises before and after class (very agree with 57.29%, agree with 37.5%, uncertain with 5.21%); make full use of 45 minutes of classroom learning time (very agree with 50%), 43.75% in agreement, 6.25% in uncertainty; good participation in classroom activities and interaction between teachers and students (55.21% in agreement, 41.67% in agreement, 3.12% in uncertainty); changes in the way of curriculum assessment (such as increasing the intensity of process assessment) can promote learning enthusiasm (56.25% in agreement, 42.71% in agreement, 1.04% in uncertainty). After calculation, the evaluation score of classroom teaching interaction is 4.56.

4.4. Analysis on the Guarantee Degree of Teaching Resources

Curriculum teaching resources (animation, micro video and other resources) can meet the needs of classroom learning, after-school preview and self-study (very agree with 61.46%, agree with 36.46%, uncertain 2.08%); more than 70% of students strongly reflect that the enterprise tutor has a greater improvement in the ability of professional posts, especially in the practical teaching ability (very agree with 70.84%, agree with 28.12%, uncertain 1.04%); intelligent The information-based teaching equipment such as smart classroom can well promote the interaction between teachers and students (very agree with 61.46%, agree with 34.38%, uncertain with 4.16%); the training room is equipped with training teaching software, training model, etc. to meet your learning needs (very agree with 53.13%, agree with 40.63%, uncertain with 6.24%); various teaching management systems issued by the school can promote your learning enthusiasm And initiative (very agree 54.16%, agree 40.63%, uncertain 5.21%). After calculation, the evaluation score of the guarantee degree of teaching resources is 4.53. Based on the above analysis, the comprehensive evaluation score of teaching effect is $4.56 \geq 4$, indicating that the two courses selected in this study have achieved effective teaching.

5. Conclusion

The successful implementation of the effective teaching of Finance and economics courses in higher vocational colleges is based on the following aspects: first, we should attach importance to the synergistic effect of the two main bodies of school and enterprise in the process of educating people, especially the explicit guiding role of enterprise tutors in the process of practical teaching.

The second is to meet the needs of enterprises, improve the fit of teaching content and professional post ability; to meet the learning situation of students, set up hierarchical teaching objectives, and improve the achievement of teaching objectives. Third, change the teaching mode and method, rely on the information-based teaching platform, change the traditional teaching into "Online + offline" hybrid teaching, realize the real sense of classroom flipping, guide students to actively study and think, and improve students' sense of responsibility. Fourth, we should strengthen the establishment and improvement of the internal quality assurance system based on the network of all factors. Of course, it is worth mentioning that in order to implement the school enterprise dual evaluation mechanism, it is necessary to combine the vocational post ability target set by the curriculum, and the employing unit should conduct skill appraisal on the single ability, and judge its ability standard degree, as an important reference index for classroom teaching effect evaluation.

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