

Financial Microteaching: Internalization and Experiential Teaching Mode

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Abstract—Financial microteaching is a teaching mode for students to internalize knowledge and experience learning. This paper attempts to formally incorporate financial microteaching into the teaching plan, and prepare a special financial microteaching laboratory to form a relatively systematic teaching content, teaching process and assessment model, eventually forming a standardized financial microteaching. Combining microteaching with finance education, we can find a new way to strengthen financial vocational skills training and make case-based exploration of financial microteaching.

Keywords—Microteaching, Financial teaching, Vocational skills

I. INTRODUCTION

Microteaching or Miniature Teaching is a kind of teaching mode that divides the complex overall goal into several easy-to-master single skills, designs detailed training plans for each skill, assists the use of modern multimedia in a short time, and strengthens the trainees' cognition and experience through repeated training, so as to master this skill quickly and effectively.

Microteaching first emerged as a method of teacher training, using micro-teaching method to train teachers' teaching skills for students in normal universities. The main content of Microteaching is to divide teachers' teaching behavior into several teaching skills to be trained separately, so that normal students can carry out specific teaching skills training in a relatively short time. Then the teaching practice is integrated to form the overall classroom teaching ability. As a controlled practice system, microteaching overcomes the limitation of traditional education courses that emphasize theoretical inculcation, makes the learning of teaching theory and the exercise of operational skills organically combined, and makes the teaching practice ability of normal school students significantly improved.

Nowadays, microteaching has been widely used in multi-field skills training in various forms of adaptation and improvement in many countries. It is an attempt to combine microteaching with finance and Pedagogy in our financial teaching practice. In the past financial education, classroom education was the main way of teaching in Colleges and universities. Although some social practical courses such as cognitive practice and simulated business practice were offered in varying degrees, they would become formalized for reasons of funds, equipment, practice units and instructors, and they could really participate in and get the same training and improvement. There is little learning. Finance major is also a highly practical subject. Financial graduates will be engaged in financial work in banks, securities companies, insurance companies and other departments in the future. They need not only solid basic knowledge and basic theory, but also good ability to analyze and solve problems, clear language expression and efficient. Communication skills such as comprehensive vocational skills. And for the financial professionals, the training and training of these qualities can not wait until they are employed. The particularity of the profession requires the practitioners to have a higher comprehensive professional quality as soon as they enter the profession. Therefore, it is necessary and responsible for financial education to increase the corresponding practical skills training courses to ensure the high efficiency of personnel training.

Bringing micro teaching into the field of financial education is a useful attempt to the above needs. As university finance teachers, we realize that solid basic theory is only the basic requirement of financial education. Financial education should fully consider the practicality and particularity of financial work. The purpose of this paper is to connect micro-teaching method with traditional financial education, introduce micro-teaching method into financial professional skills training, make new attempts and explorations under the demand of training innovative and applied compound financial talents, meet the requirements of practical, professional and high-risk characteristics of financial profession, and train and apply it. The educational orientation of the compound talents is consistent.

II. THE MEANING AND CHARACTERISTICS OF FINANCIAL MICROTEACHING

Financial microteaching divides teaching objectives into training and revision processes of multiple specific objectives. Trainees concentrate on learning and training certain specific skills under controlled conditions, and make improvements on the basis of feedback. By strengthening their correct behavior, they can achieve the purpose of mastering these skills. Compared with traditional teaching methods, financial microteaching has the following characteristics:

First, financial microteaching is a teaching activity in the context of "Internet +". With the development of information technology, digital microteaching system emerges as the times require. It is a digital network system that integrates microteaching, multimedia editing, film and video production, multimedia storage, video on demand and digital live broadcasting.

In microteaching, a large number of modern teaching methods are used to record the trainees' behavior from multiple perspectives. The advantages and disadvantages of trainees are highlighted by setting, slowing down and replaying, so as to achieve the purpose of strengthening teaching. Using modern audio-visual multimedia equipment, such as multi-angle camera, instant recorder and synchronous audio-visual equipment, the theory is applied to teaching activities. In the process of teaching, the trainees can be internalized by displaying various information such as the verbal expression and body shape of the trainees, and they can observe and evaluate each other in a small range in time to gain profound memory and psychological experience.

Second, financial microteaching is a partial decomposition of teaching activities. According to the curriculum structure and training objectives, microteaching divides the skills trainees need to master into a single training content, simplifies the factors such as time and number of participants in each training, makes the parts of teaching activities presented separately, highlights and enlarges, in order to achieve the training objectives.

Third, financial microteaching is a kind of free and open teaching activity in simulated practice teaching. In the process of microteaching, although the number of students in each microclassroom is small, due to the simplification of external factors, we can train multiple microrooms at the same time, or arrange students to use fragmented time to train themselves to meet the needs of more trainees to improve their skills. Moreover, in microgrid environment, because of the decomposition of training skills, the difficulty of skills is reduced, and the possibility of self-training and learning to master skills is increased.

Fourth, financial microteaching is a teaching mode of students' highly participation and interactive teaching. Microteaching adheres to the principle of students as the main body, teachers as the guide and training as the main line, which is conducive to the cultivation of students' creative thinking. On the one hand, micro-teaching is different from traditional teaching mode because of its small class, multi-media participation, timely feedback and other characteristics, which brings learners a strong sense of novelty and fun to participate. On the other hand, the instructor can also fully understand the situation of each trainee by watching the video of the teaching process after class. In the later training, there is targeted guidance. Each group arranges the training schedule according to its own level and teaches according to its aptitude. This also significantly improves the trainees' participation in microtraining. Subjective motivation and objective harvest.

III. SKILLS TRAINING PROGRAM IN MICRO FINANCE TEACHING

Financial professional skill training is a basic skill training based on financial professional knowledge under the guidance of pedagogy, psychology and subject education theory, which is a practical activity of integrating theory with practice. For example, "five abilities" refers to computer application abilities (including five-stroke Chinese character input, Microsoft Word document, Microsoft Excel form, Microsoft Point presentation, Internet application, etc.), keyboard numeric input and flipping accounting vouchers, identifying counterfeit notes and counting notes, writing ability of financial practical writing, finance, etc. English speaking ability. "Three good" means good eloquence, good writing and good appearance. At present, the following skills training projects should be considered in the Microteaching of Finance:

A. Training of Basic Language Skills in Finance

Including the pronunciation method of Putonghua, orthodontic training materials, tongue twister training materials, abdominal breathing and its practice methods.

B. Basic Skills Training in Financial Affairs

The basic skills of financial affairs mainly include seven items, namely, digital writing skills (including Arabic numeral writing standards and training, Chinese character capitalization numeral writing standards and training, bank bills writing standards and training), RMB identification skills (including currency-related knowledge, the development of RMB, the counterfeiting of RMB). Technology and identification methods, foreign currency initial recognition and identification skills (including foreign currency related knowledge tasks, foreign currency patterns and identification methods), banknote counting technology (including manual counting method, machine counting, coin counting, banknote binding and binding), text and digital input technology (including financial calculator input, computer input) Keyboard input, keyword recognition, keyboard input fingering, keyboard flip subpoena training, English input, abacus skills and basic application skills of securities analysis software, etc.

C. Financial Professional Etiquette Process Training

Financial professional etiquette process training mainly includes bank deposit business, bank loan business, bank intermediary business etiquette standard training; insurance marketing business, insurance claims business, insurance service and management etiquette standard training; securities brokerage business, securities self-service business, securities underwriting business etiquette standard training.

D. Financial Practical Writing and Reading Training

Financial practical writing and reading training includes writing common official documents, work plan, summary of work, report on duty, conference documents, litigation documents, investigation reports, economic forecast reports, economic activity analysis reports, economic contracts, etiquette documents, advertising documents and economic paper writing and reading training.

E. Financial Marketing Training

Financial marketing language training mainly includes marketing ability, positive mentality building, customer

development, customer lock-in, customer demand analysis, customer demand creation, customer financing scheme design skills, product introduction skills, disagreement resolution, and transaction conclusion training.

F. Financial Affairs Negotiation Training

Financial affairs negotiation training includes the general procedures of financial affairs negotiation, the main methods of financial affairs negotiation, the strategies and skills of financial affairs negotiation, general business contract negotiation, the breaking of financial affairs negotiation deadlock, risk prevention in financial affairs negotiation, financial affairs negotiation etiquette and so on.

G. Microsimulation Hall Training

Use modern media to train speech skills, electronic blackboard writing skills, multimedia teaching skills, network resource utilization skills, information technology skills, multimedia combination teaching skills. Multimedia devices such as computers, display stands, wireless microphones, projectors and so on. After the completion of individual professional skills training, comprehensive professional skills training should be carried out in a planned way to achieve the integration of various professional skills.

IV. A CASE STUDY OF MICROTEACHING IN FINANCE -- MICRO TRAINING DESIGN FOR NOTE COUNTING SKILLS

The micro-teaching method is used in the training of banknote counting skills. It divides the complicated process of banknote counting skills into several parts, and practices each step step by step. Through the use of video technology, each action is decomposed, and then through slow-motion playback and fixed-frame display, the skills training of each key step is strengthened. Microtraining enables the trainees to better master the standardized operation of skills, which makes skills training more interesting and effective.

A. Theoretical Learning and Grouping

Before carrying out financial Microteaching training, students should fully and meticulously carry out knowledge reserve according to their own characteristics and training content requirements. Teachers should optimize the content of skill training, especially pay attention to the problem that students'attention and interest can not last. Through the application of audio-visual materials, we can activate the atmosphere of skill training and provide a good learning and training environment to ensure the enthusiasm of students in skill training. In addition, another important preparatory work is to divide the training groups, each group is usually about 7-9 people, and the specific practical activities are carried out in groups.

B. Demonstration Case Observation

Teachers should instruct students to master the counting method of counting notes and the standardization of a series of actions such as banknote binding, pier banknote and stamping. In this process, teachers can also make full use of multimedia equipment to play standard demonstration video of banknote counting, and explain the normal demonstration action according to the video broadcast, pointing out the main points and difficulties of the action. While listening and watching, the students have a deep memory of the main points of the action. After a period of practice, they have experienced the action personally. Then the teacher uses video to play the key points, difficulties and mistakes slowly, and demonstrates them step by step, so that the students can grasp more intuitively all kinds of skills in the training of banknote counting skills, consciously standardize the action of banknote counting, master the essentials of action, and accomplish the goal of skill practice.

C. Microtraining Design

The micro-teaching method is used in the training of banknote counting skills, in order to make the students'banknote counting skills more standard and standardized, and to use the decomposition of actions to practice repeatedly, so as to improve the overall skill level. The design goal and process of micro-training are in groups. Before training, teachers must be handed over to them for effective inspection. The implementation of this process is completed by students independently after class.

D. Microsoft Training Record

Counting money is divided into six steps: disassembly, manual counting, pier, tie, stamp and total amount calculation. Detailed exercises are carried out step by step. For each step, action must be required to be standard. For every aspect of training, it is required to complete within the prescribed time. After each step can be completed within the prescribed time, practice the six steps in a coherent way. At the same time, in order to provide better feedback, in addition to videotape of the whole training process, each member of the team should record carefully in the first time, not only the content of the training, but also the behavior of the trainees, so as to have a target in the evaluation.

E. Playback Feedback

After the training, the video recording of the whole microtraining is carried out, and the whole group members will watch it together. Through video playback, freeze frame and foot frame, repeatedly watch every link of banknote counting and the whole process of banknote counting. Through the camera real shooting process, we can give a real and objective evaluation of the training process, and can timely and accurately feedback to the trainees. Generally speaking, the trainees themselves tell the basic train of thought of their training design and the problems found after watching the videos. The students can analyze and evaluate themselves, correct the wrong actions in time, and make the students have a sense of aftertaste and deep memory, which is convenient for correcting and improving the effect of skill training. After self-evaluation feedback, the other group members give the trainees' approval and improvement suggestions. Finally, the instructor expressed his views. The team

members rated the trainees according to the scale. If the final score does not meet the training purpose and the required basic score, we need to redesign and implement this round of microteaching training until it meets the standard.

At present, the content design of micro-training courses for financial professional skills is still basically in the blank stage; there is a lack of financial professional instructors with certain micro-teaching experience; and the construction of professional laboratories suitable for micro-training of financial professional needs to be solved urgently. It is hoped that the experts and colleagues in the financial education circles will pay attention to the financial microteaching mode in order to promote the further development of financial education and teaching.

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