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A Study on the Teaching Practice of Task-driven Teaching Method in the Course of Financial Management

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ABSTRACT
As one of the core courses in economic management majors, the importance of financial management courses is self-evident. However, the current teaching mode is still dominated by traditional lecturing methods, which leads to low student enthusiasm and a disconnect between theory and practice. As a new teaching method, task-driven teaching method guides students to learn knowledge and skills through designing specific tasks and guiding them in the process of completing tasks, thereby improving teaching quality and students' interest in learning. This article aims to explore the application effect of task-driven teaching method in the financial management course, with a view to providing reference for improving the teaching quality of the financial management course. Traditional teaching models often neglect the cultivation of practical abilities, leading students to feel overwhelmed when confronted with real financial problems. The introduction of task-driven teaching method is precisely to solve this problem. By simulating real work scenarios, students can gradually build a bridge between theory and practice while completing specific tasks.

KEYWORDS
core courses; financial management course; Teaching Practice

1 Overview of task-driven teaching method

Task-driven teaching method is a teaching method that takes students as the main body, with tasks as the main line, and teachers play a leading role in it. It emphasizes teacher-student interaction and openness in teaching, enabling students to master new knowledge and skills through independent exploration, collaborative learning, and other methods during the process of completing tasks. The theoretical basis of task-driven teaching method includes constructivist learning theory and Bruner's "cognitive-discovery" teaching strategy, which emphasize the importance of students' subjective position and active exploration in the learning process.

In the financial management course, the application of task-driven teaching method can greatly enhance students' learning efficiency and interest. For example, teachers can design a project task about corporate financial analysis, requiring students to analyze the financial statements of a listed company and identify its financial status and potential risks. Students need to use the financial ratio analysis, cash flow analysis and other tools learned to comprehensively evaluate the profitability, solvency, and operational efficiency of enterprises. Through such tasks, students can not only consolidate theoretical knowledge, but also improve their ability to analyze and solve problems.

2 Characteristics and Teaching Status of Financial Management Courses

The financial management course is characterized by its theoretical nature, practicality, and strong operability. The course content is complex, involving a large number of formulas and calculations. However, the current teaching mode is still dominated by traditional lecture methods, which makes it difficult for students to combine theoretical knowledge with practice and lack practical operating ability. In addition, students often feel bored and lack interest and motivation in the learning process.

In order to change this situation, teachers can try to integrate task-driven teaching methods into the teaching of financial management courses. For example, when explaining investment decisions, teachers can design a task of simulating investment projects, allowing students to simulate the role of investors and evaluate and choose among several different investment projects. Students need to use investment evaluation methods such as net present value (NPV) and internal rate of return (IRR), combined with market analysis and risk assessment, to make investment decisions. Through such practical activities, students can not only better understand the theoretical knowledge of investment evaluation, but also cultivate their decision-making ability and risk awareness.

3 Implementation Strategies of Task-driven Teaching Method in Financial Management Course

The implementation of task-driven teaching method in financial management courses requires following the following principles and methods:

Principles and methods of task design: Carefully design tasks based on the characteristics of students to ensure that they are both challenging and in line with their cognitive level. At the same time, create scenarios to attract students' attention and interest, and stimulate their motivation to learn.

Specific implementation steps: Guide students to analyze tasks and ask questions, encourage them to complete tasks independently or collaboratively, and learn new knowledge and skills. During this process, teachers should provide necessary methodological guidance to help students solve problems they encounter. Finally, teachers and students jointly evaluate the problems in the task, summarize the experience and lessons, and improve the learning effect of students.

Using bond valuation as a core case for practical teaching, teachers can carefully design the following comprehensive learning tasks aimed at deepening students' theoretical knowledge and practical skills: The tasks should require students to carefully review and understand a series of given bond details, including but not limited to key parameters such as the face value, coupon rate, remaining maturity, market price, and interest payment method of the bond. On this basis, students need to apply the bond valuation theory they have learned to first calculate the yield to maturity (YTM) of each bond. This indicator is a core measure of the return and risk of bond investment, and is obtained by iteratively calculating the sum of the present value of the future cash flow of the bond to equal its current market price. Next, students need to further estimate the intrinsic value of the bond, which is the theoretical price of the bond based on its future expected cash flow discounted under an ideal state without considering the impact of market supply and demand factors. This step not only tests students' ability to apply the principle of discounting, but also promotes their understanding of the possible deviations between bond prices and market values and their causes. Subsequently, the task encourages students to compare and analyze the yield to maturity and intrinsic value of different bonds, and explore various factors that affect the changes in these indicators, such as credit rating, term structure, and market interest rate trends. Through this process, students can intuitively perceive the differences in investment value exhibited by different bonds due to their varying risk and return characteristics, thereby cultivating the ability to comprehensively evaluate the investment potential of bonds from multiple dimensions. Ultimately, by completing this series of calculations and comparisons, students will not only be able to firmly grasp the basic principles and methods of bond valuation, but also exercise and improve their practical abilities to analyze and solve problems in practice, laying a solid foundation for future careers in financial market analysis, investment decision-making, and other professions. In addition, such task design also promotes the development of students' logical and critical thinking, enabling them to be more confident and calm in the face of complex and ever-changing financial market environments.

4 Analysis of the practical effect of task-driven teaching method in the financial management course

Through practice, we found that the task-driven teaching method has achieved significant results in the financial management course:

Improvement of students' learning enthusiasm: The task-driven teaching method stimulates students' interest and motivation in learning, making them more active in participating in classroom discussions and practical activities. By completing tasks, students gain a sense of accomplishment and self-confidence, which in turn boosts their enthusiasm for learning.

Cultivation of students' practical abilities: The task-driven teaching method emphasizes the cultivation of students' practical abilities and innovative abilities. By completing the tasks, students not only master the theoretical knowledge, but also improve their ability to analyze and solve problems and their practical operation ability.

Improvement of teaching quality and teaching effect: The task-driven teaching method improves the teaching quality. Through task-driven teaching method, teachers can organize classroom activities more effectively, enabling students to continuously consolidate and deepen their understanding of financial management knowledge while completing tasks. At the same time, the problems and challenges encountered by students in practice also provide valuable feedback for teachers to improve teaching methods and content. Through this interactive and feedback mechanism, the teaching effect has been significantly improved, and the learning effectiveness of students has also been significantly improved.

5 Problems to be noted in applying task-driven teaching method

When applying task-driven teaching method, we also need to pay attention to the following issues:

Challenges and strategies in task design: Task design is the key to task-driven teaching method. Teachers should design challenging, hierarchical and diversified tasks based on the characteristics and cognitive level of students. At the same time, the task should have practical significance and application value to stimulate students' interest and motivation.

The transformation and adaptation of the teacher's role: When applying task-driven teaching methods, the teacher's role should shift from lecturing and indoctrinating to organizing and guiding. Teachers should communicate and discuss with students, learn together, and become partners and mentors for students' learning.

Attention to student differences and individualized instruction: There are differences and diversity among students. When applying task-driven teaching methods, teachers should fully consider factors such as students' existing cultural knowledge and cognitive abilities, and design tasks of different difficulty levels for different students to achieve individualized teaching.

6 Conclusion and Prospect

The task-driven teaching method has achieved significant results in the financial management course. By designing specific tasks, students are guided to learn knowledge and skills in the process of completing tasks, which not only improves their interest and enthusiasm in learning, but also cultivates their practical and innovative abilities. However, when applying task-driven teaching methods, we also need to pay attention to the challenges and strategies of task design, the transformation and adaptation of teachers' roles, and the attention to student differences and individualized teaching.

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