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Exploration and Practice of Teaching Reform in Financial Management Course under the Background of Intelligent Finance

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ABSTRACT
With the rapid development of the Internet era, intelligent finance has gradually replaced traditional finance, especially the implementation of intelligent finance has made financial management majors in colleges and universities gradually begin to attach importance to intelligent construction. Traditional teaching methods can no longer meet the learning needs of students. How to change the traditional teaching mode to meet the diversified needs of students for financial management courses and improve teaching quality has become an urgent problem for educators to solve. This article takes intelligent finance as the background and explores in depth how to integrate new teaching concepts into classroom practice, thereby effectively improving the teaching quality of financial management courses.

KEYWORDS
Intelligent Finance; Reform in Education; Financial Management

With the rapid development of big data and artificial intelligence technology, the development trajectory of various industries has been reshaped, and the challenges and opportunities faced by enterprises continue to increase. These technologies are becoming key driving forces for leading a new round of technological revolution and industrial transformation. The "14th Five Year Plan Outline for Accounting Reform and Development" issued in 2021 has pointed out the direction for the future development of China's accounting industry. The core task of "transforming and integrating, improving quality and efficiency" proposed in the outline highlights the importance of the deep integration of information technology and accounting work. Currently, the accounting industry is steadily moving towards a new era of intelligence and digitization. This transformation not only revolutionized the traditional accounting work model, significantly improving work efficiency and accuracy, but also further promoted the expansion and upgrading of accounting functions. The role of accounting personnel is no longer limited to traditional accounting and reporting, but is more deeply involved in the strategic decision-making, risk management, and value creation of enterprises, becoming a solid support for their development. Therefore, higher education institutions need to adjust their teaching content in a timely manner, strengthen the organic integration of information technology and accounting majors, and focus on cultivating students' innovation ability and practical skills.

It is particularly important to explore the teaching reform of financial management courses in the context of intelligent finance. As financial management professionals who are the core strength of enterprises, their moral qualities and professional qualities are directly related to the stable operation and development of enterprises. Therefore, accelerating the teaching reform of financial management courses can not only cultivate financial management talents with comprehensive qualities and noble ethics, but also enhance the social responsibility of enterprises and help them achieve long-term development.

1 The Teaching Status of Financial Management Course

Currently, in the curriculum of financial management majors in various universities, financial management is a compulsory course, and its basic teaching status is mainly reflected in the following aspects.

Firstly, the practical aspects of course teaching are still insufficient. Although the knowledge covered by financial management is closely related to daily life, the compatibility between the selected enterprise cases and the teaching content is relatively limited in the actual teaching process, resulting in a relatively single course content and a teaching method mainly relying on textbook explanations. In order to improve the quality of teaching and students' interest in learning, practical teaching should be appropriately added. Industry professionals can be invited to share their practical experience in financial management. By simulating the operational status of enterprises, students can experience firsthand how to carry out budget preparation, financial analysis, and other practical operations.

Secondly, professional teaching teachers still need to further strengthen their understanding and mastery of advanced teaching concepts, and expand their exploration of teaching concepts in a broader and deeper direction. Therefore, teachers should pay attention to daily interdisciplinary accumulation of educational knowledge to broaden their research horizons and enhance their comprehensive application of professional knowledge and teaching abilities. At the same time, we should actively participate in various forms of teaching and research activities, promote our own growth and development through communication and cooperation, constantly explore and practice new teaching methods and technological means, improve teaching quality, and adapt to the development needs of education in the new era.

Finally, the teaching methods of financial management courses urgently need to be enriched. Given that this course is deeply influenced by traditional teaching concepts, in the process of accelerating curriculum teaching reform, the teaching methods adopted by professional teachers are relatively single, which makes it difficult to effectively stimulate students' interest in learning and is not conducive to achieving the fundamental goal of "cultivating morality and talent" in financial management courses.

Therefore, while carrying out the reform and construction of financial management course teaching in higher financial and economic colleges, professional teachers should fully utilize advanced technology and information technology, comprehensively use various teaching methods such as MOOCs, short videos, investigation and discussion, case analysis, etc., promote course teaching reform through diversified teaching methods, and strive to achieve better teaching results. At the same time, schools should encourage and support teachers to participate in domestic and international teaching seminars and training activities, introduce more international teaching resources and methods, thereby improving the teaching quality and academic level of financial management courses, and cultivating more competitive financial management talents.

2 Innovative ideas for teaching reform of financial management courses under the background of intelligent finance

2.1 Leading the direction of teaching reform and construction of financial management courses with the latest innovative concepts

In the context of rapid technological development, the demand for professional financial management talents in intelligence is becoming increasingly prominent, which also poses challenges for some university teachers to keep up with the times. Intelligent finance, as an emerging research field, is still in its early stages of basic theoretical research, exploration of implementation paths, and professional talent cultivation. Although many university teachers have realized the importance of technologies such as big data, artificial intelligence, and cloud computing, they still lack practical experience in integrating these skills into the teaching process. As a teacher with a background in intelligent finance, one should not only be proficient in accounting theory and skills, but also have a deep understanding of knowledge in multiple fields such as management, economics, information systems, and computer science, and keep up with the forefront development trends of the discipline. We should be guided by the latest innovative concepts, leading students to explore their internal connections while mastering solid professional knowledge.

2.2 Enriching the connotation of curriculum teaching reform and construction with real stories from life

Combining the teaching content and characteristics of financial management courses, by selecting real-life cases to inject rich nutrients into the course, students can understand and master the required knowledge in the most intuitive way. In the process of teaching reform, we will be committed to the deep integration of ideological and political education in the new era, aiming to cultivate students' correct financial thinking, enhance their financial analysis ability, and further cultivate a group of applied financial talents with high social responsibility, innovation consciousness, craftsmanship spirit, and strong practical ability, promoting the continuous development of financial management education in China. In addition, strengthening students' international perspective, regularly inviting renowned experts and scholars from home and abroad to give lectures and seminars, allowing students to understand the latest developments and trends in the global financial management field. At the same time, we will also strengthen cooperation between schools and enterprises, through internships and practical training, to enable students to better apply theoretical knowledge to practical work, further improve their professional ethics and competitiveness, and provide high-quality financial management talents for the national economic construction.

2.3 Exploring resources for teaching reform of financial management courses with diversified concepts

The financial management course is committed to cultivating diversified classroom teaching methods, by optimizing teaching modes, abandoning traditional single teaching methods, and cleverly integrating diverse blended teaching modes. In the formulation of teaching plans, we always adhere to the educational philosophy of "student-centered" and focus on cultivating students' ability to think independently and express themselves fluently. Specifically, before the start of the course, teachers can use learning software to pre release the latest financial cases, national economic policies, and cutting-edge topics, guiding students to preview and think deeply in advance, and setting pre class questions to encourage students to independently collect information and actively explore answers. In class, the teacher first outlines the knowledge framework of the course, provides a preliminary analysis of the key and difficult points, and organizes students to conduct group discussions and scenario simulations based on the specific content of each chapter of financial management, encouraging them to actively interact with each other. The teacher summarizes and evaluates the reports of each group, and proposes improvement suggestions. This process not only deepens students' understanding of knowledge, but also plays an important guiding role in shaping their correct values.

3 The path of integrating teaching reform of financial management courses with professional elements

3.1 The overall pattern of integrating financial management courses with teaching reform

In the past, the teaching of financial management courses mainly used traditional methods, which failed to fully utilize the educational role of their professional courses, resulting in relatively lagging classroom teaching construction. To adapt to the changes brought about by intelligent finance, universities should further optimize their teaching content and methods, introduce modern teaching methods such as case teaching, simulation operations, etc., to enhance students' practical and innovative abilities. At the same time, we will strengthen the construction of the teaching staff, introduce professional teachers with rich practical experience, and improve the quality of teaching. In addition, building a school enterprise cooperation platform allows students to better access the actual work environment and enhance their employment competitiveness. Through these measures, students majoring in financial management not only acquire solid theoretical knowledge, but also have the ability to solve practical problems, thus meeting the demand of society for high-quality financial management talents. Universities should also make full use of modern information technologies such as big data and cloud computing, reform traditional teaching models, carry out online education and remote learning, and achieve the sharing of high-quality educational resources. This not only broadens students' horizons, but also cultivates their ability to adapt to the information society, giving them an advantage in future workplace competition. Not only that, universities also need to pay attention to the new trends and developments in international financial management, integrate an international perspective into curriculum design, and enable students to understand and respond to the challenges of global financial management. At the same time, students are encouraged to participate in international exchange programs to enhance their comprehensive qualities and international perspectives through cross-cultural learning experiences, laying a solid foundation for playing an important role in financial management work in the context of globalization in the future.

3.2 Establish a sound teaching reform system

In the context of intelligent finance, building a professional teaching team is the key to cultivating students' mastery of financial management skills. In order to adapt to this trend, universities need to establish a sound training system from multiple perspectives, in order to cultivate talents that meet the needs of the times. Firstly, teachers should be encouraged to continue their education in the field of intelligent finance and keep up with the pace of the times. Universities should make full use of their abundant resources and funds, carefully select high-quality learning resources, and provide funding for relevant teachers to continue their studies, ensuring that they maintain a leading position in this emerging field. Secondly, universities should actively establish close connections with financial managers and experts from well-known enterprises to make teaching content more relevant to practical work needs. Through this collaborative approach, it is possible to cultivate composite financial management talents who possess a solid theoretical foundation and can meet the needs of intelligent financial development. Finally, building a high-quality teaching team is equally crucial. Team members should make full use of their own advantageous resources, actively improve the shortcomings in the classroom, and strive to create excellent teachers with all-round development. Therefore, universities can take advantage of the opportunity of cultivating intelligent financial talents, and on the basis of organic integration, make reasonable use of existing resources to promote the education industry to new heights.

3.3 Optimize the teaching evaluation system

The curriculum reform adheres to the core of "value shaping, experience imparting, and professional skills training", striving to comprehensively optimize the mastery of professional knowledge, teaching processes and methods, and curriculum objectives. To this end, a teaching evaluation system will be constructed with process evaluation as the main approach, supplemented by outcome evaluation, aiming to further enhance teaching effectiveness. In terms of student assessment, we will actively explore reform paths and promote the transformation of assessment and evaluation methods from two dimensions: firstly, from the traditional "single knowledge and ability test" to the "multi-dimensional comprehensive ability and quality test"; Secondly, shift from focusing on "outcome based assessment" to paying more attention to "process based assessment". In the results assessment stage, students' knowledge and abilities are mainly tested through final closed book exams, which will cover the professional content of financial management and present in various forms such as multiple-choice questions and essay questions. Finally, multiple factors such as students' active performance, speech quality, and learning progress on online learning platforms will be considered as evaluation criteria. Ultimately, based on the evaluation results, students are given corresponding incentives and recognition, thereby enhancing their sense of identification with the curriculum and teaching reform work, and improving their learning ability in professional courses.

Overall, in the context of intelligent finance, the teaching reform and construction of financial management courses need to deeply explore new teaching concepts, strengthen practical aspects, and highlight innovative consciousness. Not only should students be actively guided to master the basic theories and core concepts of enterprise financial management in the new era, and to understand the latest developments in the discipline, but modern teaching reform concepts should also be appropriately integrated into the curriculum to enhance students' innovative and practical abilities, thereby improving the overall quality of talent cultivation in various universities.

About the Author

Yanyu Fu, lecturer, PhD in Management, mainly researching financial management and corporate governance.

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