

# Exploration of Financial Management Curriculum Reform in Vocational College

**Huanhuan Wang\***

Hainan Vocational University of Science and Technology, Haikou 571137, China

\*Corresponding author: Huanhuan Wang, w17633672816@163.com

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**Abstract:** As the core course of finance and accounting major, the study of financial management knowledge plays a positive role in promoting students' understanding of the whole financial work and enriching financial knowledge. This paper analyzes the necessity of financial management curriculum reform, from the design ideas, teaching content, teaching mode, and teaching methods of several aspects of vocational college financial management curriculum reform work carried on the preliminary thinking, hoping to improve the teaching quality of this course will be helpful.

**Keywords:** Vocational college; Financial management; Curriculum reform

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## 1. Introduction

The economy is experiencing sustained and rapid growth, leading to a flourishing market economy. However, amidst this economic prosperity, the demands and expectations for financial management are escalating. The financial management curriculum in vocational colleges is intricately linked to economic principles. Yet, traditional teaching approaches have become inadequate in meeting the evolving employment needs of enterprises. Therefore, a significant transformation is imperative.

## 2. The necessity of financial management course reform in vocational colleges and universities

### 2.1. The traditional financial management teaching effect is not so good

The traditional teaching approach typically involves explaining concepts and theoretical methods, followed by the application of examples and problems to gradually enhance students' understanding of textbook knowledge. Some teachers also supplement their teaching with micro-lessons and electronic whiteboards to reinforce comprehension and retention. However, this traditional teaching method tends to lack balance, often emphasizing knowledge and intellect over practical application and real-world experience<sup>[1-3]</sup>. This imbalance may not only limit students' critical thinking skills but also hinder the development of their professional

competency in the long run. Therefore, reforming the financial management curriculum is imperative.

## **2.2. The source of the curriculum urgently needs the participation of multiple teaching methods**

Financial management typically comprises intermediate and advanced components. Intermediate financial management covers concepts such as investment management, fundraising, income distribution, and operational management. Advanced financial management delves into topics like corporate mergers and acquisitions, bankruptcy and liquidation, corporate financial strategy, enterprise groups, and international financial management. These courses combine theoretical knowledge with practical applications. However, traditional teaching methods often fall short in conveying the depth and complexity of financial management concepts. They may only provide students with surface-level theoretical understanding, making it challenging for them to retain knowledge and gain practical experience. Therefore, there is an urgent need for teaching reforms that integrate theoretical learning with practical application to ensure a comprehensive understanding of financial management principles.

## **2.3. The need for a university talent output plan**

In colleges and universities, talents are being groomed for various vocational roles, necessitating a training focus on application-oriented innovation. Application-oriented innovative talents possess not only robust theoretical knowledge but also strong practical skills, research capabilities, and extensive professional experience. This revised training objective aims to foster the holistic development of students' knowledge, character, and capabilities. However, the current emphasis in financial management teaching solely on mastering professional knowledge and skills falls short of meeting industry demands. Therefore, teaching reforms are essential to increase industry involvement in curriculum delivery. This approach will enable finance students to analyze and address enterprise financial issues effectively while nurturing their innovative spirit and mindset.

## **3. Vocational college financial management curriculum reform design ideas**

The curriculum design should align with the principle of “professional practice as the main focus, ability as the standard, and project-based learning as the core.” Financial management courses must be structured systematically to meet modern teaching and professional practice requirements, with a focus on the individuality and characteristics of higher vocational students. Teachers must adopt innovative approaches, depart from traditional knowledge frameworks, and tailor course workflows and tasks accordingly. This entails introducing authentic financial management processes such as financing management, working capital management, project investment, financial analysis, and income distribution management, along with relevant learning tasks.

Each learning task should target fundamental abilities, methods, operations, value concepts, and business skills required in financial management roles. Through step-by-step completion of these tasks, students can deeply understand and master the essential theories and practical skills of financial management. Moreover, the design of learning tasks should integrate financial management theory with practice, emphasizing real-world applications <sup>[4-6]</sup>.

All task modules and business processes in teaching activities must be grounded in actual operations and solutions, enabling students to gradually acquire core business competencies within authentic and standardized operational contexts. School-enterprise collaboration and cooperative education can enrich financial management course resources, providing students with ample opportunities for hands-on practice <sup>[7-9]</sup>.

When evaluating teaching effectiveness, traditional assessment methods should be replaced with a process-

oriented approach that considers both process and outcomes. This ensures a balanced emphasis on theory and practice while rapidly enhancing students' vocational abilities and competence levels.

#### **4. Vocational college financial management course teaching content thinking**

To undertake the task of financial management curriculum reform, it is imperative to break away from the traditional classroom model where theory reigns supreme. Instead, a transition to a diversified curriculum approach centered around financial projects and tasks must be taken, with students' employability as our guiding principle and financial management practice as the foundation. In crafting course content, it is essential to consider the cognitive thinking and learning traits of higher vocational students to ensure they can enhance their theoretical knowledge and develop their professional abilities through project completion.

The financial management curriculum typically encompasses six core learning tasks: financing management, project investment management, financial analysis, working capital management, cultivation of financial management values, and income distribution management. In alignment with the new engineering background and core quality concept, vocational college financial management courses should prioritize enhancing students' professional abilities in content design. Therefore, the selection and compilation of theoretical knowledge should revolve closely around work tasks. Engaging in work tasks enables students to grasp real-world work scenarios, identify their weaknesses, and strive for improvement, thus enhancing their professional competency <sup>[10-12]</sup>.

However, when structuring work tasks, it is important to consider the foundational abilities and instructional characteristics of vocational students. Relevant knowledge and skills from vocational qualification certificates are required for integration to support students' holistic development. Furthermore, content selection should adhere to the principles of applicability, relevance, and alignment with current trends, closely reflecting the evolving needs of industries and enterprises. By doing so, a solid groundwork can be established for students' future careers, employment, and entrepreneurial pursuits.

#### **5. Innovation of teaching mode of financial management courses in vocational colleges and universities**

Under the prolonged influence of traditional educational methods, colleges and universities have largely remained stagnant in their teaching approaches, often adhering to the conventional "teacher-centered" model where instructors lecture and students passively absorb information. In such settings, teachers primarily focus on delivering content, while students, influenced by this approach, tend to engage in rote learning, lacking a deeper understanding and practical application of the material. Consequently, students majoring in financial management may exhibit a phenomenon known as "missing the forest for the trees."

To emphasize the unique characteristics of higher vocational education and introduce innovative ideas, the teaching approach for financial management courses can adopt a student-centered, hands-on training method driven by practical tasks. By integrating work tasks relevant to financial management positions, the course content can be reconstructed to better align with career demands <sup>[13-15]</sup>. For instance, the teaching model could be structured around six learning tasks, each further subdivided into various work items. This approach not only connects course content with real-world applications but also considers the diverse abilities and knowledge levels of vocational students, thereby promoting their comprehensive professional development.

Furthermore, the design of specific teaching methods should involve collaboration among industry experts, educational professionals, and course instructors. Incorporating authentic work processes into the teaching

mode ensures relevance and authenticity. Professional educators, serving as catalysts for innovation and curriculum reform, should prioritize a balanced approach to teaching, learning, and application. This involves providing students with necessary theoretical knowledge in advance and offering personalized guidance during practical training and operational tasks, thus fostering simultaneous intellectual and hands-on skill development.

## **6. The multi-coordination of financial management course teaching methods in vocational colleges and universities**

The teaching method plays a pivotal role in shaping both the content and mode of instruction. A scientifically sound and efficient teaching approach can ignite students' passion for learning, activate their intrinsic drive for critical thinking, and encourage practical application. This, in turn, expedites the progress of reforms in financial management course instruction. However, regardless of the teaching method employed, it is imperative to anchor it around the course content and the characteristics of the students. This ensures that the teaching method is effective and of the highest quality.

### **6.1. Using case teaching method to enhance learning experience**

The financial management course is inherently practical and often serves as a gateway to future career opportunities for students. Therefore, in reforming the financial management curriculum, adopting a case-based teaching method can prove highly effective. By immersing students in real-world cases, this approach facilitates the gradual enhancement of their analytical and practical skills. Furthermore, engaging with authentic enterprise cases and materials enables students to swiftly accrue valuable professional experience, unleash their creative potential, and develop a holistic understanding of theoretical concepts and their real-world applications. Such an approach aligns more closely with the standards and expectations of financial management professionals. Moreover, case-based teaching in financial management empowers young talents to swiftly acclimate to new environments, synchronize with the demands of the workplace, enhance their communication and coordination skills, and adaptability, and foster a spirit of teamwork.

### **6.2. Promoting the development of thinking through cooperative group teaching method**

Discussion and debate are inherent behaviors in human nature, serving as avenues to seek new knowledge and resolve problems. In the realm of teaching, fostering group cooperation allows students to engage in collaborative problem-solving discussions, significantly boosting their willingness to speak up, generate ideas, and advance their critical thinking skills. Moreover, having representatives from each group present their findings enhances classroom interaction efficiency. Furthermore, employing various evaluation methods such as teacher assessment, peer evaluation, and self-assessment enables students to identify their weaknesses from others' perspectives and continually enhance their professional competence and quality. Through group discussions, the clash of diverse viewpoints encourages students to think independently and innovate, preparing them to tackle financial management challenges confidently in their future careers. By drawing insights from various examples and being adaptable, students can maximize the impact of teaching reforms in the workplace.

### **6.3. Adopting integrated teaching method consisted of theory and practice**

For higher vocational students, hands-on learning facilitates the swift comprehension of financial management theory and practice, seamlessly blending theoretical knowledge with practical application. This approach also clarifies students' roles in the classroom, harnessing their enthusiasm for financial learning and career aspirations. By shifting from passive listening to active engagement, students absorb financial theory and



practical insights, enhancing the overall teaching quality of financial management courses.

#### **6.4. Adopting school-enterprise cooperation to improve the double-teacher team**

Various paths exist for vocational education reform, with school-enterprise cooperation emerging as the mainstream direction and current trend. Through such collaboration, enterprises can deploy professional elites to serve as instructors, taking responsibility for teaching certain courses. This arrangement not only allows these professionals to share work experiences with students, enriching the curriculum and enhancing classroom dynamics but also enables them to promptly update teaching content with the latest industry information and technology, facilitating students' transition from graduation to employment successfully.

### **7. Conclusion**

Overall, the primary objective of financial management curriculum reform in vocational colleges and universities is to transform traditional teaching concepts and methods. This involves transitioning from a focus solely on imparting knowledge to fostering emotional experiences, and from prioritizing intellectual training to emphasizing practical abilities. By effectively enhancing students' professional skills and vocational competencies, vocational talents can better align with the demands of the current teaching and employment landscape. However, teachers must also be ready to confront challenges. While recognizing the prospects of teaching reform, they should also acknowledge potential resistance, enabling them to navigate the reform process effectively and implement necessary changes.

### **Disclosure statement**

The author declares no conflict of interest.

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