

Exploration of Blended Teaching in Financial Management Major of Higher Education Institutions in the Digital Age

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Abstract: With the advent of the digital age, universities are starting to break traditional teaching concepts, integrate innovative thinking into teaching models, and strive to improve the effectiveness and applicability of their majors. In order to improve students' practical ability and employment competitiveness, universities should introduce blended learning methods in classroom teaching, continuously strengthen students' theoretical knowledge and practical ability, guide them to use the knowledge they have learned to solve practical problems, and enhance their comprehensive strength. This article will analyze the necessity and problems of implementing blended learning in financial management majors in universities, explore the specific path of blended learning in financial management majors in the digital age, and provide reference opinions for universities to cultivate high-quality talents.

Keywords: Digital age; Financial Management major; Blended learning mode

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1. Introduction

The rapid development of the digital age has had a profound impact on various industries. In this context, the teaching mode of universities has undergone a brand new transformation^[1]. As a product of the digital age, blended learning aims to combine the advantages of online and offline teaching methods to provide students with a more flexible, vivid, and visual classroom experience. Compared to traditional teaching methods, blended learning can meet the needs of different students, enabling them to gain a deeper understanding of theoretical knowledge and practical skills, improve their comprehensive abilities, and provide solid guarantees for future employment.

2. Problems encountered in blended teaching of financial management majors in universities

2.1. Single teaching mode

At present, the teaching method of financial management majors in universities mainly relies on offline teaching. A single teaching method not only leads to rigid thinking but also affects students' subjectivity. The teacher's singular way of explaining has a certain impact on students' actual needs, learning pace, and learning outcomes^[2]. Specifically, in university classrooms, students have different learning styles and progress, and their understanding of knowledge also varies to some extent. In offline teaching, teachers often give lectures based on the requirements of students with fast learning speeds, neglecting students with slow learning speeds, resulting in some students being unable to keep up with the learning process and their learning needs not being met. At the same time, teachers lack innovative thinking and often follow the textbook to explain financial management knowledge in teaching, ignoring students' subjective initiative, which affects the development of students' exploratory thinking and leads to a decline in the overall quality of teaching.

2.2. Insufficient construction of teaching staff

With the development of the digital age, society has put forward stricter requirements for financial management majors in universities. At the same time, the financial management major also involves knowledge from multiple disciplines, including management, economics, law, wealth management, finance, etc., which tests the professional abilities of teachers. However, in current teaching, the faculty construction of financial management majors in universities is relatively lagging behind. On the one hand, some teachers are deeply influenced by traditional educational thinking and find it difficult to adapt to the educational requirements of universities in the digital age. They also lack the ability to teach online, which affects students' learning outcomes. On the other hand, the professional knowledge coverage of teachers in financial management majors in universities is insufficient. Financial management majors involve knowledge from multiple disciplines, but some teachers' majors are limited to finance and accounting, lacking knowledge reserves in finance, law, economics, and other areas, making it difficult to meet the teaching needs of universities.

2.3. Lack of teaching resources

In the context of the digital age, more universities are introducing blended learning methods, with online teaching models receiving particular attention. However, some universities have the problem of insufficient online teaching resources^[3]. The equipment involved in online teaching is diverse, such as multimedia devices, players, video courseware, etc. These devices and resources require universities to invest a lot of funds and time in development and maintenance. At the same time, with the development of information technology, the equipment and teaching resources required for online teaching need to be updated regularly. However, some universities have inadequate management and maintenance, which results in students not being able to access the latest teaching content, thereby affecting the improvement of their comprehensive abilities. In addition, there are also situations where teaching materials are insufficient in universities^[4]. At present, textbooks for financial management majors in universities are mainly compiled by unified publishing houses. Many teaching contents are not in line with the development needs of the times, which affects students' innovative and applied thinking.

3. The necessity of implementing blended learning in financial management majors in universities

3.1. Meets the teaching requirements of the financial management major

Compared to other majors, financial management has strong practicality and applicability. The blended learning model has changed the shortcomings of traditional teaching methods, enhanced students' enthusiasm and initiative, and is conducive to improving their practical and application abilities^[5]. Therefore, universities should fully utilize the advantages of the digital age, introduce blended learning in classroom teaching, guide students to deeply master financial management knowledge and skills, and improve their professional knowledge and practical skills. However, in today's classroom teaching, some universities have not yet realized the importance of practical teaching, and have not introduced practical courses into their curriculum system and teaching content. In addition, although universities have incorporated practical courses into their curriculum system, some teachers lack practical teaching experience and teaching abilities and are unable to provide professional guidance and explanations for students. The blended learning model meets the requirements of application-oriented teaching in the field of financial management^[6]. It not only helps teachers improve teaching quality but also promotes students to master theoretical knowledge while enhancing their exploration and application abilities. By implementing a blended learning model, students can use the knowledge they have learned to solve practical problems, achieve knowledge transfer and application, and further enhance their employment competitiveness.

3.2. Meet the needs of socio-economic development

With the rapid development of the economy, enterprises are beginning to optimize and improve their internal management methods. The advent of the digital age has led many companies to consider various factors when recruiting talent, such as theoretical knowledge mastery, practical ability, application ability, and so on. Based on this, the financial management major in universities should make cultivating students' comprehensive abilities the top priority of teaching^[7]. By using a blended learning model, students' interest in learning can be enhanced, their professional abilities can be improved, and they can comprehensively master the knowledge of enterprise financial management. However, in actual teaching, the construction of the teaching staff for financial management majors in universities is insufficient, and some teachers are influenced by traditional educational concepts, resulting in fixed thinking and inadequate practical skills. Insufficient professional competence of teachers can have a certain impact on the cultivation of students' comprehensive abilities and cannot meet the talent needs of enterprises. The blended learning model has the advantage of improving students' practical and application abilities, which can effectively solve this problem.

3.3. Promote the cultivation of students' practical abilities

In some universities, the curriculum of financial management majors is out of touch with actual needs, and there is a lot of outdated content in textbooks, which makes it difficult for students to access advanced financial management concepts and skills, thereby affecting the improvement of employment competitiveness. The blended learning mode is a model that combines the advantages of traditional teaching and online teaching, aiming to promote students' mastery of theoretical knowledge and the cultivation of practical skills. Therefore, financial management majors in universities should keep up with the pace of the times and use blended learning models to cultivate financial management talents with practical abilities and innovative spirit, making it easier for them to gain the attention and favor of enterprises^[8].

4. Application strategy of blended learning in financial management major in universities in the digital age

4.1. Building a teaching staff and cultivating professional qualities

With the continuous development of information technology, blended learning mode education has become an important component of modern teaching. In order to enhance teachers' blended learning abilities, universities should establish comprehensive teacher training programs to help teachers master the new generation of information technology and better meet students' learning needs. Based on this, universities need to build an excellent faculty team to ensure that teachers have the professional qualities to adapt to the digital age^[9].

Firstly, universities can conduct training activities on campus to help teachers better understand and master digital educational technology. During the training, teachers need to proficiently master the use of online education platforms, multimedia resources, and online assessment tools, learn educational techniques for blended learning, and enhance their comprehensive online and offline teaching abilities to better meet students' learning needs^[10].

Secondly, in order to improve the online teaching level of teachers, universities can invite technical talents in online teaching, organize these experienced talents to provide guidance for financial management teachers, share knowledge and skills related to online education, and help teachers on campus improve their professional abilities.

Finally, schools should also encourage communication and cooperation among teachers. The construction of the teaching staff can accelerate the digital transformation of financial management teachers and improve the online teaching level of the entire teaching team.

4.2. Creating situational teaching to enhance practical skills

With the advent of the digital age, universities are entering the ranks of information-based teaching. Financial management majors in universities should make full use of hardware facilities, enhance students' interest in learning, and improve teaching quality. At the same time, university teachers should make full use of various technologies in the information age to promote the digital development of financial management teaching. The situational teaching method, by creating vivid and interesting real-life scenarios, can maximize students' interest in learning, and improve their exploration and practical abilities. Situational teaching greatly tests students' mastery of theoretical knowledge. Therefore, in the process of offline teaching, teachers should pay attention to strengthening students' theoretical knowledge to ensure the smooth implementation of situational teaching.

- (1) By simulating entrepreneurial scenarios, university teachers guide students to experience various aspects of financial management in a virtual environment. Firstly, students can understand the allocation of financial management-related work, job settings, and workflow in enterprises through situational teaching, and build their financial management teams. During this process, teachers use virtual simulation devices to showcase enterprise cases and work scenarios to students, helping them better understand the practical operations of financial management and master financial management knowledge and related skills^[11].
- (2) Financial management teachers can guide and encourage students to use their spare time to watch recorded online courses and preview relevant knowledge in conjunction with the formulated financial management teaching tasks^[12].
- (3) College teachers can use intelligent classroom equipment, such as multimedia projectors, interactive whiteboards, VR devices, etc., for real-time classroom interaction. Guide students to participate in

discussions by sending questions, assigning tasks, etc., to understand their answers and ideas, and achieve real-time communication between teachers and students ^[13].

Firstly, before creating situational teaching, teachers need to conduct research on financial management-related work in enterprises, understand basic information such as job settings and workflow, and prepare relevant teaching materials. Secondly, in the classroom teaching process, teachers can display enterprise cases and VR scenes through multimedia devices, guide students to simulate entrepreneurial situations, and have students give periodic presentations. After the teacher assigns the task, students use chat software to interact and communicate with the teacher and other classmates based on the task requirements and relevant information ^[14]. Meanwhile, teachers can also use interactive whiteboards and other devices to record students' thoughts and answers and provide explanations and comments. By creating real entrepreneurial scenarios, students can gain a deeper understanding of the management model and workflow of enterprises ^[15].

4.3. Innovative teaching models to enhance professional competence

In the teaching process of financial management major, although online teaching mode can improve students' enthusiasm and initiative to a certain extent, there are also situations where theoretical knowledge and related skills are not mastered properly. Introducing a blended learning mode in the teaching process does not mean that online teaching can replace offline teaching. On this basis, teachers should balance the proportion between the two, improve the flexibility and freedom of teaching methods, and promote students' development in all aspects. In addition, in the process of offline teaching, teachers need to break traditional teaching thinking, constantly innovate teaching methods, guide students to deeply master the knowledge and skills of financial management, enhance professional competence, and lay a solid foundation for future employment.

Firstly, financial management majors in universities can establish training rooms on campus, where teachers responsible for practical courses can lead students to complete various practical operations, and then strictly control every detail of students according to the management standards and workflow of the enterprise to ensure that they are in line with the needs of the enterprise.

Secondly, financial management majors in universities can also collaborate with excellent enterprises. After students have fully mastered theoretical knowledge, they can be led to visit and learn in enterprises, and then optimize and improve teaching methods and content based on the relevant management standards and personnel needs of the enterprise, enhance the effectiveness of practical teaching, and improve students' professional competence.

5. Conclusion

In summary, the digital age has brought about new changes in the teaching of financial management majors in universities. At present, blended learning, as an emerging educational model, has gradually become a key factor leading higher education. By implementing a blended learning model, financial management majors in universities can better meet the needs of students and businesses, cultivate high-quality talents with innovative spirit and practical skills, and contribute to the development of society.

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