

Reconstruction and Optimization of Excellent Talents Training Program for Financial Specialty Group in Higher Vocational Colleges

Jing Yang*

School of Accounting, Zibo Vocational Institute, Zibo 255300, China

*Corresponding author: Jing Yang, Jingyang1980@163.com

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Abstract: Big data, artificial intelligence, mobile Internet, cloud computing, Internet of Things, block chain, and other new technologies have brought tremendous changes and development for the financial and economic industry. These industries play an important role in supporting the operation of enterprises, therefore there is a need to continuously modify and updating the courses for the students who is majoring in the financial and economic. The changes and reconstruction in the education system should include, more innovative of personnel training mode, integrating special course system, incorporate fusion based on the collaborative education of production, practical and, hybrid teaching mode, and finally, include more comprehensive evaluation system. Importantly, the changes should improve the students' innovation and entrepreneurship ability.

Keywords: Outstanding talents; Quality guidance; Creative fusion; The collaborative production and education

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1. The research background

The transformation of industries, and the country's vigorous advocacy of "mass entrepreneurship and innovation" have put forward higher requirements for financial and economic talents. In enterprises, students with the combination of morality, technology, and innovative financial is mainly needed. The political education, specialization and innovation integration, and industry-based education cooperation have become the primary direction, in the approach for financial and economic personnel training. "Excellent Talents Education and Training Program" is the major reform project, that is proposed in the outline of the National Medium and Long-Term Talent Development Program (2010-2020). In January 2019, the state council proposed the reform plan to be included and implemented in the national vocational education system, giving priority to the vocational education system to align with the scientific trend, technological development, market demand, and cultivate innovative with high-quality technical and skilled personnel to meet the demands of industries, and enterprises.

In recent years, most of the domestic discussion on the cultivation of outstanding talents were depending on the undergraduate colleges, with the lack of discussion were carried out in the higher vocational colleges. Zhang Qian believes that, the educational system should be updated and modified to generate the high-quality international outstanding accounting talents, who have high in the morality, knowledge, behavior, and thinking ^[1]. Further, in 2016, Li Dingqing suggests that, the training for cultivating an outstanding accounting talent should be demand-oriented to full-fill the market demands,

especially in the field of accounting industry and enterprises, and as well for the development of the accounting students themselves ^[2]. In 2019, Wang Qiuxia believes that, the current transformation development promotes the cultivation and exploration of an outstanding talent in professional groups, which is not only involve the endogenous reform demand for the development of vocational education in the new period of economy, but also an important driving force for the realization of the national strategic developmental plan ^[3].

At present, the exploration of the talent training mode of students majoring in finance in higher vocational colleges, mainly is focusing on the development of the students' professional skills and accomplishment, which is lacking in the comprehensive quality of the students' innovation and entrepreneurship ability. Chen Shuwu mentioned that, through integrating the courses and certificates as a training mode will further help in the development of the student's talent, for example by integrating the vocational certification projects into professional talent training programs to unify the training objectives of professional talents with the requirements of vocational positions ^[4]. In summary, research has shown that the excellent talent training mode for the students majoring in the finance in the higher vocational colleges lacking in the talent training mode and training goal, and also the curriculum system and teaching mode pay insufficient attention to the development of the innovation and entrepreneurship ability in the students.

2. Problems existing in the implementation of financial and economic personnel training

2.1. The quality of excellent talent cultivation is out of step with social needs

At present, the implementation of the outstanding talent training plan by the Ministry of Education failed to achieve the goal of the plan. Students with high quality and caliber to full-fill the social demand and industrial transformation is lacking, and the talents to handle the routine technical and regulation of business personnel demand is gradually shrinking ^[5], instead, high-quality technical talents with ideology, morality, professional skills, and innovative spirit was developed.

2.2. Professional education can be deeply integrated with ideological and political education, and innovation and entrepreneurship education

Designing a fusion system course and a practical teaching system based on the ideological and political, and professional group of layered, progressive modular curriculum system of finance and economics can help in generating students with high quality of professional skills and innovative and entrepreneurship talent, with creative ability and comprehensive vocational ability.

2.3. The teaching content and reform mode lag behind the development of new technology

Currently the courses in the higher vocational colleges include project type, hybrid, situation, and case study. By including the new educational ecology, could replace the traditional teaching mode, and helps the students to gain professional knowledge and practical skills, at the same time helps the students to develop their comprehensive quality and innovation ability. Therefore, the integration of teaching mode reform based on the ideological and political course, and specialized innovation and entrepreneurship course may improve the teaching content and teaching mode to be aligned with the development of the new technology. Additionally, including a comprehensive evaluation system on the quality, knowledge, and ability evaluation based on the inherent characteristics of ideological and political courses and specialized courses innovation and entrepreneurship courses, may also stimulate students' learning enthusiasm and initiative.

3. Reconstruction and optimization of talent training programs

3.1. Innovate the excellent talent training mode of quality-led, specialized innovation, integration of industry, and education

Based on the inherent relationship between the talent training mode and the goal of excellent talent training [8], education system with quality-led, specialized innovation, and integration of production-education cooperation is constructed. The goal of excellent talent training is to cultivate and to develop innovative technical talents with high quality of technical skills, and with high level of innovation and entrepreneurship ability. In order to achieve the goal of excellent talent cultivation, the training mode is further condensed by integrating the ideological and moral quality guidance, professional education, innovation, and entrepreneurship education, and the school-enterprise cooperation, production-education cooperation in the education system. Additionally, by setting up a joint teaching with the committee school-enterprise cooperative enterprises would be a good start [9]. Both sides can formulate talent training programs, which can help in the improvement the training programs, for example by coordinating the full-time and part-time teachers together, building the raining rooms together, promoting the resource sharing mechanism, and converting the high-quality resources off campus into special education and teaching content. Additionally, introduce a campus training platform as a cooperative unit for staff, government, industry, and scientific researcher to achieve the optimal combination of production by including the students as the main body, the school as the leading factor, and the enterprise to support the ‘student – school – enterprise,’ a three-dimensional win-win outstanding talent cultivation mechanism.

3.2. Build a new modular course system for financial and economic majors

3.2.1. Optimize the quality-oriented curriculum ideological and political system

The new teaching system should be improved by integrating the Chinese traditional culture education with the professional ideal, moral education, and political lesson. The education system should be modified in the term of the curriculum goal design, curriculum standards, and selection of teaching materials for editing, revision lesson and coursework writing. Additionally, the education system can also be improved by introducing research specialized course education content system for example by strengthening the professional course as the basic carrier of the ideological construction, forming course education content system by introducing curriculum education through classroom teaching, teaching research, and experiment practice, subsequently helps in the development of the fusion education system.

3.2.2. Reconstruction of the curriculum system based on innovation ability

The integration of specialized and the creative curriculum system allows the interaction and the integration of specialized curriculum system, and innovation and entrepreneurship curriculum system. The professional course system of the Wisdom Finance professional group includes, basic courses, ability courses, career development courses, and comprehensive courses. The curriculum system of innovation and entrepreneurship education which is coordinated with the curriculum system of professional education, forms the basic, guidance and practice courses of innovation and entrepreneurship, and also the implementation of innovation and entrepreneurship projects at different levels, realizing the organic integration of professional education and innovation and entrepreneurship education.

3.2.3. Integrate the practical teaching system based on the collaborative education between production and education

In the process of implementing the excellent talent training mode, focus should be given in the cultivation and development of students’ professional skills and their innovation and entrepreneurship ability. Few modifications can be included in the talent training mode to improve the student development such as jointly

build and implement the practice system of production-education cooperation, and including case analysis project, innovation, entrepreneurship competition, community activities, and introducing second classroom activities to the practical teaching platform, building the raise one wingsley in training, and lastly promote jobs training ^[10]. Further, include a more comprehensive training such as practical teaching system and fully embodies the teaching process of application, openness and professional.

3.3. Implement the reform of three-dimensional dynamic through-through mixed teaching organization mode

3.3.1. Construct a three-dimensional dynamic through-through mixed teaching organization model

Establishment the main attribute and the central position of students in the teaching process, and establishes the three-dimensional dynamic through-through mixed teaching organization model ^[11]. The teachers and students as the main team, construct a three-dimensional teaching, and implementing it by including the composition teaching situational simulation type teaching organization mode, effectively stimulate the enthusiasm and creativity of students to participate in the class. Additionally, a specific teaching mode and methods are systematically determined and dynamically selected based on the inherent characteristics, by including the ideological and political course, and specialized innovation and entrepreneurship course ^[12]. Ideological and political teaching should mainly adopt the situation simulation and the interactive teaching mode. During this teaching mode, classic financial case can be discussed, event role, and scene reappearance, can be played, to achieve higher teaching quality. For specialized courses, one should mainly adopt the mode of divided classes, and choose a teaching method by combining theory and class discussion. Professional skills courses and innovation and entrepreneurship courses should mainly adopt the model of simulated practice, and choose the teaching method based on students simulated training and case discussion.

3.3.2. Implement the reform of online and offline mixed teaching mode

In the hybrid teaching reform project ^[13], online teaching was combined with the traditional teaching method forming online and offline mode. In the hybrid teaching reform mode, the self-study before class, in-class teaching and after-class expansion was carried with the aid of the Internet or information technology.

3.3.3. Implement experiential practice teaching mode

Practical teaching is a key channel, and an important platform to cultivate students' ideological and political quality, professional technical skills, and innovative spirit. To achieve the objective of the practical study, it is important to build a simulated enterprise environment by jointly build an off-campus practice base by schools and enterprises ^[14]. Next, it is also important to implement the experiential teaching, so that the students can move from the campus to the off-campus and from virtual to the real world. The experiential teaching mode will give a feeling of working in a real workplace ^[15], allowing the students to gain more knowledge, exercise their ability, and enhance their innovation consciousness in the virtual environment and the real environment practice.

3.4. Construct a comprehensive evaluation system covering quality, knowledge evaluation, and ability evaluation

Compared to the single evaluation method, the multi-dimensional comprehensive evaluation system developed by including 20% of quality, 30% of knowledge and 50% ability on the student assessment, able to inspire the enthusiasm and initiative of students' learning process. It is suggested that, the process assessment of ideological and political courses should account for 50%, and the result assessment for 50%,

the process assessment of professional courses accounted for 30%, and the result assessment accounted for 70%, lastly, the process assessment of innovation and entrepreneurship course accounted for 70%, and the result assessment accounted for 30%.

4. Research prospects

With the rapid development of the digital economy, and the acceleration of economic transformation, there is a shortage of compound, innovative and managerial talents. It is necessary to further improve the training method in creating the outstanding talents, especially, new financial and economic talents to meet the needs and demands of the digital economy era. The construction of the practical training system needs to be aligned with the development trend of the digital economy, which further improve the construction planning of the practical training system, focusing on strengthening the design of the practical teaching system and practical skills courses for professional groups, continuing to increase investment, supporting the construction of relevant training rooms and equipment, and comprehensively improving the construction level of the practical training system.

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Disclosure statement

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