

Teaching Reform and Practice of Finance under the Background of New Liberal Arts

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Abstract Under the background of new liberal arts, the problems existing in the teaching process of Finance were re-examined. For instance, the setting of teaching objectives does not meet the requirements of construction of new liberal arts, and teaching content emphasizes theory; teaching method is single, and teaching assessment is not reasonable. It is proposed that the curriculum reform should be carried out from five dimensions: teaching objective, teaching content, teaching method, practice system and teaching evaluation, so as to meet the requirements of construction of new liberal arts.

Key words New liberal arts, Finance, Curriculum teaching, Teaching reform

1 Introduction

Since the Ministry of Education announced the launch of the new plan for training "Six Types of Excellence Talents and Top Students" in April 2019, universities have vigorously promoted the construction of new liberal arts. In order to implement the requirements of the work conference on the construction of new liberal arts, the *Notice of the General Office of the Ministry of Education on the Recommendation of the New Liberal Arts Research and Reform Practice Project* was issued in March 2021, marking the official start of the reform practice project of new liberal arts. The construction of new liberal arts is an active exploration of building a powerful country in higher education, and focuses on the construction of a higher liberal arts talents training system with Chinese characteristics to comprehensively improve the quality of liberal arts talents training. Curriculum is the core element of talent training. Under the background of new liberal arts, it is necessary to re-examine the positioning of Finance, adapt to the new era, new mission and new requirements, integrate new ideas, new technologies and new media, and form new ideas and new methods

for the course construction and student training of Finance.

2 Necessity of course reform of Finance under the background of new liberal arts

First of all, from the perspective of talent training objectives, Finance is not only the core course of economic management majors, but also a common general elective course in colleges and universities. The course content involves many disciplines, such as statistics, economics, financial management, mathematics, history, sociology, *etc.*, which conforms to the interdisciplinary characteristic of construction of "new liberal arts". Popularization of financial knowledge and improvement of classroom teaching effect are conducive to perfecting students' knowledge structure and improving their comprehensive quality.

Secondly, from the perspective of the nature of the course, Finance is strong in theory and application, covers a wide range, and is closely related to the real economy. At present, with the rapid development of China's financial industry and the rapid updating of financial knowledge, the teaching of Finance is in urgent need of reform and innovation. Finally, from the perspective of talent demand, digital finance, blockchain, digital economy, big data, cloud computing and other cutting-edge technologies have promoted continuous financial innovation, resulting in the demand for a large number of compound financial talents in recent years. The teaching of Finance should also be reformed in terms of content and methods according to the needs of financial enterprises for talents, so as to lay a foundation for students to find a good job after graduation.

3 Gap between the teaching of Finance and the construction of new liberal arts

3.1 Setting of teaching objectives does not meet the requirements of construction of new liberal arts At present, the teaching goal of "Finance" is to enable students to have a compre-

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hensive understanding of the basic theory and basic operation law of money and finance, and have a systematic understanding and grasp of money, credit, banking, financial market, monetary policy and macro-financial regulation and control, but it lacks the goal setting of practical teaching, which is not consistent with the construction of new liberal arts emphasizing the application of knowledge.

3.2 Teaching content emphasizes theory, and it is difficult to improve students' practical ability The content of the textbook mainly focuses on traditional macro financial theory knowledge, and rarely updates financial knowledge from the micro level. For example, it does not cover how micro individuals prevent financial risks, how to promptly adjust corporate financing and personal finance according to the changes of monetary policy, and Internet finance knowledge. This kind of teaching content, which emphasizes macro level rather than micro level, theory rather than practice, is difficult to meet the practical requirements of the construction of new liberal arts on financial knowledge.

3.3 Single teaching method is difficult to stimulate students' learning initiative The teaching of Finance is only the explanation of basic theories and practices by classroom teachers, with obvious indoctrination teaching mode, and single teaching method. In the teaching process, some PPT is played mechanically, and students are passively listening to the class, lacking the initiative to participate in the class, thereby resulting in poor teaching effect. The cultivation of students' financial vision, innovation awareness, practical skills and other aspects is seriously insufficient, which cannot meet the market demand for financial talents, so the teaching method needs to be innovated.

3.4 Lack of experimental resources makes it difficult to meet the needs of practical teaching The teaching of a finance laboratory can only meet students' intuitive perception of stock investment simulation, commercial bank counter operation and other related businesses. However, due to the relatively low proportion of experimental teaching hours, the lack of effective design of experimental links, the lack of practical experience of teachers and other factors, it cannot meet the needs of students in the construction of new liberal arts in the field of practical teaching of finance.

3.5 Teaching assessment is not reasonable enough to comprehensively evaluate students' learning effects The existing assessment forms are still mainly formative assessment work and final examination, with emphasis on the transcription and memorization of financial theoretical knowledge, unable to evaluate students' classroom participation and daily learning process, and lack of assessment of practical skills. The traditional financial assessment method affects the evaluation of teaching quality.

4 Measures to promote the teaching reform of Finance under the education of new liberal arts

Combined with the background of the construction of new liberal arts, the curriculum teaching reform of Finance should adapt

to the changes of the current economic environment, pay attention to the combination of theory and practice, and consider the actual needs of China's economic development. In this paper, it is proposed that the curriculum reform should be carried out from five dimensions: teaching objective, teaching content, teaching method, practice system and teaching evaluation.

4.1 Broadening teaching objectives and strengthening the combination of theory and practice The design of teaching objectives should closely focus on the "practical" characteristics of new liberal arts, strengthen the combination of theory and practice, strengthen the combination of teaching and practice, with the aim of cultivating grassroots management and practical financial talents. From the three dimensions of knowledge and skills, process and method, emotional attitude and values, each small classroom teaching objective is completed and implemented, and students' ability to analyze and solve practical problems are improved.

4.2 Updating teaching content and reshaping knowledge structure system

4.2.1 Revising the content of teaching plans and updating auxiliary materials. First of all, the optimization of teaching plan content realizes "two changes": from "emphasizing macro level" to "combining macro and micro levels", and from "emphasizing theory" to "combining theory and practice", so that students can not only master a solid theoretical foundation of finance, but also improve the ability to transform theoretical knowledge into practical application. Secondly, according to the *Declaration of the Construction of New Liberal Arts*, the teaching objectives, key points and difficulties of each chapter are set, and the teaching ideas and processes are designed. In addition, the construction of network resources should be strengthened, and financial knowledge and related news cases should be timely updated and supplemented. Meanwhile, the construction of PPT teaching courseware, micro video courses, test questions, case base and other teaching resources should be carried out.

4.2.2 Highlighting problem guidance and optimizing teaching design. The construction of new liberal arts emphasizes the applicability of knowledge. The teaching reform of Finance takes problems as guidance and aims at solving problems. In each chapter, a case or story is introduced as the beginning, and relevant questions are raised to inspire students to think. Afterwards, the questions are solved by learning the content of the chapter. For example, in the chapter of interest rate, the teacher should present Napoleon's "rose oath" to make students think about "the time value of money" and feel "the magic of interest". When explaining the calculation of simple interest and compound interest, the teacher should start with the case of campus loan and ask students to analyze how the usury of campus loan is calculated. In the chapter of financial market, the teacher should make students learn the IPO system of China's securities market by exploring why Chinese Internet giants such as Tencent and Alibaba choose to go

public in the United States and why Huawei does not go public, so as to cultivate students' ability to use the basic theory of finance to analyze the actual economic and financial issues.

4.2.3 Integrating ideological and political elements and updating teaching concepts. The current finance teaching is important for students to master the basic knowledge of finance and improve their cognition and judgment ability. However, the financial industry is undoubtedly a high-risk industry. Compared with other industries, unethical behaviors in the financial industry will cause more adverse effects on the society and have more destructive effects. Therefore, the exploration of curriculum reform attaches great importance to standardizing students' value orientation from the level of teaching concept and integrating into socialist core values. For instance, the chapter of credit will talk about "rational investment, beware of Ponzi schemes"; the chapter of interest rate will talk about "campus loan" how to "interest", so that students understand the nature of usury, away from illegal "campus loan", and "illegal fund-raising".

4.2.4 Strengthening discipline integration and enriching teaching content. The content of finance course involves the knowledge of other disciplines, and relevant subject knowledge needs to be effectively integrated into the finance curriculum. For example, in the chapter of currency, historical background, economic conditions and natural environment are integrated to explain the reasons for the evolution of money. Combined with the emergence of Internet technology, the future development of electronic money and digital money is introduced. In the chapter of credit, *Rites of Zhou · Tianguan Xiaozai* is introduced to describe China's long-established "credit culture", and financial knowledge is crossed with historical knowledge and legal knowledge, so that students can feel the practicability of learning financial knowledge.

4.3 Innovating teaching methods and exploring mixed online and offline teaching Blended teaching mode means using a variety of teaching methods, such as online and offline teaching, case teaching, discussion teaching and practical teaching, before, during and after class, with the help of the Internet to transform teaching methods.

4.3.1 Online teaching before class is mainly students' self-study. Before class, teachers choose high-quality online resources (such as China University Moocs) and push them to students through a learning platform. Students watch video materials, complete various learning tasks on the platform, and carry out independent learning before class.

4.3.2 The offline teaching in class is mainly classroom teaching. Teachers teach theoretical knowledge, introduce policy documents, hot topics, ask questions and guide students to think during the teaching, encourage student representatives to speak, organize group members to discuss, and make the classroom teaching more vivid.

4.3.3 Online teaching after class focuses on knowledge summary and extension. After class, teachers publish unit assignments on a

platform, track and test the effect of unit learning of students, and communicate through QQ groups and online discussion boards, so as to carry out effective interaction between teachers and students. Through QQ group files, Changjiangyu Class and other software, students can download chapter courseware and precision literature materials, and get related tasks of looking up subject foreword theories and hot issues, so as to train their critical thinking ability and innovative thinking.

With "classroom informatization reform" as the main line and "blended teaching mode" as the means, Finance effectively integrates information means such as "Internet +", "financial media + " and "educational technology + " into classroom teaching to create a new model of "online + offline" classroom teaching with the characteristics of talents of new liberal arts, optimize students' learning process, stimulate students' interest in learning, improve students' participation in class, and improve the level and quality of classroom teaching.

4.4 Enriching practical teaching resources and creating a practice system of innovation and entrepreneurship Firstly, the existing financial laboratory resources should be scientifically coordinated. The financial laboratory has foreign exchange trading software, commercial bank counter operation software, stock investment simulation software, *etc.*, and the teaching practice of the laboratory should be scientifically arranged. Through the experimental teaching of these software, students can have a better understanding of the basic laws of financial operation. Secondly, school-enterprise cooperation should be strengthened relying on off-campus practical training resources. In the process of practical teaching, the exchanges and cooperation with the government, industry and enterprises should be strengthened, and the "double tutor system" composed of the campus tutor and the enterprise tutor should be implemented, so that students can use the teaching resources inside and outside the school. Finally, the innovation and entrepreneurship education practice system of Finance should be constructed. Systematic consideration will be given to visits, investigations, practice training, competitions, and the selection and cultivation of innovation and entrepreneurship projects, so as to create an innovation and entrepreneurship practice system that integrates both inside and outside class.

4.5 Improving the teaching evaluation system and strengthening teaching quality monitoring Finance adopts a combination of online and offline evaluation. The final score of students is calculated by weighted process evaluation score (50%) and final evaluation score (50%). The process evaluation score is weighted by the scores of online watching videos, online testing, online and offline discussions, homework completion, online communication and other links, and the final offline evaluation score is taken as the final evaluation result. Through the process assessment, the investigation of students' basic financial knowledge and the application of financial knowledge are strengthened, which is conducive to improving students' autonomy and creativity in learning.

Through the final examination, the overall learning effect of students is assessed, which is conducive to a comprehensive understanding of students learning effect. This kind of mixed evaluation is more objective than traditional teaching evaluation and can reflect students' learning situation truly.

5 Conclusions

To sum up, in order to adapt to the new requirements of "new concept, new orientation, new structure and new mode" of the education teaching reform of new liberal arts, the curriculum reform of Finance takes "quality optimization" as the guiding ideology of the teaching reform, and by broadening the teaching objectives, updating the teaching content, reforming the teaching means and methods, enriching practical education resources, and improving the assessment and evaluation system, a scientific and complete content teaching system of "Finance" has been constructed to make the classroom "live" and students "learn", which is conducive to improving the teaching level of teachers, enhancing the professional quality and humanistic character of students, and

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ground membrane technology can effectively maintain soil moisture and increase ground temperature through mulching. However, due to the use of film, there are also some problems. In the cotton field after picking, only large pieces of film can be simply collected. More small pieces of plastic film left in the land will pollute the soil and produce physical reactions, making the gaps in the soil smaller and oxygen less, accordingly destroy land nutrients and soil structure, even deform the growth of plants, affect the growth of plants, re-use of land, make farming difficult, and cause serious soil salinization.

3.2 Recommendations

3.2.1 Changing the drip irrigation under ground membrane to subsurface drip irrigation or other treatments. Changing the drip irrigation under ground membrane to underground drip irrigation, so that the characteristics of the plants seeking water from the inside of the soil remain unchanged, and the impact on its growth and root system development is reduced. It is recommended to extend the drip irrigation technology in an all-round way, make various attempts, and combine drip irrigation under ground membrane, underground drip irrigation with other treatment methods to obtain an optimal solution.

3.2.2 Using degradable film to take the place of general film. It is recommended to explore the use of degradable film for covering to reduce the degree of soil pollution and improve the soil utilization. For the recycling of old polluting membranes, degradable membranes are used, which have strong light transmission, good ductility, and relatively fast degradation. The processing of degradable mulch film is relatively easy, and the growth load on plants is small, so it can be popularized and applied experimentally.

According to the field data survey and yield test and acceptance, compared with traditional planting, the high-yield cultiva-

cultivating compound financial talents with "thick foundation and broad caliber", both virtue and ability, comprehensive quality and strong innovation ability.

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tion technique of drip irrigation under ground membrane for cotton can increase cotton yield, effectively improve water and fertilizer use efficiency, and improve economic benefits. In addition, drip irrigation under ground membrane can improve the soil, discharge salt and compress alkali, and have a significant effect on reducing the salinization of the soil. In terms of popularization and application of this technology, China should increase financial support for the application of drip irrigation under ground membrane technology, so as to reduce the production cost of cotton farmers. The agricultural law enforcement system has stepped up supervision over drip irrigation under ground membrane for cotton equipment, tools, seeds, *etc.*, to ensure the quality of agricultural materials corresponding to drip irrigation under ground membrane. The agricultural technology promotion system will increase technical guidance on drip irrigation under ground membrane for cotton to help solve the difficulties encountered by farmers in actual operation. Furthermore, the government should strengthen the publicity and promotion of drip irrigation under ground membrane for cotton, and increase the awareness of cotton farmers on this technology, so as to facilitate the better application of drip irrigation under ground membrane for cotton technology.

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