

Practical research on flipped classroom in securities teaching in applied undergraduate universities

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Abstract

Securities course is an important applied course in applied finance and economics colleges and universities. Securities course has the characteristics of strong practicality and application. As an applied university, in the process of teaching this course should be based on the theory of the book, to enrich and combining with practice, based on theory teaching in the teaching material, teaching case analysis, simulation can be used in the form of stock market trading, role playing and, on the basis of these teaching methods can be combined with flip classroom teaching method, help students master the theoretical knowledge, Improve the knowledge system. Through the teaching reform combining flipped teaching and practice teaching, it strengthens students' understanding of basic theoretical knowledge, cultivates students' practical ability and teamwork ability, and plays a role in better training applied talents. This paper combines the teaching method of flipped classroom with the securities course according to the specific links before, during and after class, in order to improve the teaching effect of the securities course.

Keywords

Flipped classroom; Application-oriented universities; Teaching and research.

1. Background

Colleges and universities at the undergraduate stage in China are generally divided into application-oriented colleges and universities and scientific research-oriented colleges and universities. Application-oriented colleges and universities refer to those colleges and universities corresponding to scientific research colleges and universities aiming at cultivating and transporting application-oriented talents to the society. Application-oriented undergraduate education belongs to the state-approved application-oriented undergraduate education, which is an important part of higher education in China. There are many differences between applied and regular undergraduate programs. Ordinary undergraduate course basically weighs heavily with scientific research teaching, practical operation is complementary, give priority to with comprehensive kind university more, pay attention to the ability that the student goes up academically, knowledge more is limited to the theory on the book. Application-oriented universities are mainly based on the current economic and social development, focusing on practical operation, supplemented by theoretical knowledge. Most of them are engineering universities, focusing on the ability of students in a single technology, and knowledge is more limited to practical operation technology. The general undergraduate course mainly develops the field relatively wide, expands the scope widely, but the school focuses on not many subjects, carries on the single subject academic research, and carries on the report paper writing, enhances the school's influence in the whole country and even the world. There are only a few majors for application-oriented undergraduate courses. The research and discussion of a single engineering major, the technical learning of the major, and

the writing of the design scheme are carried out to improve the standard of the school's professional technical ability. Application-oriented undergraduate courses mainly recruit senior high school graduates, and are jointly piloted by some provincial undergraduate colleges, national demonstration higher vocational colleges and large national backbone enterprises to train application-oriented undergraduate talents to meet the needs of social and economic development. The training of application-oriented students requires the professional knowledge and skills taught by the school to meet the needs of production and social practice, so as to achieve the training effect that application-oriented students can directly work in the production line after graduation. To cultivate high-quality applied students with securities and investment orientation in line with social needs, it is required to be able to solve the relevant problems of investment and financial management in the actual operation of enterprises.

Because there are a series of disadvantages in the traditional securities course teaching, under the traditional teaching mode, teachers are the main body of teaching, and the teaching content, teaching progress and teaching evaluation of a course are determined by teachers, which leads to the boring of students' learning theoretical knowledge and easy to produce the psychology of weariness. With the further popularization of information technology, modern information technology can be integrated in the process of teaching to improve teaching methods. Flipped classroom arises at the historic moment. In flipped classroom, teachers make ppt or short video of teaching key points and difficulties. Students obtain these teaching resources, learn independently with the help of network platform, and then teachers organize classroom discussion to complete the whole teaching process. In the flipped classroom teaching mode, the classroom is no longer dominated by teachers, but by students to determine the learning objectives, content, progress and the effectiveness of research. Flipped classroom transfers the decision-making power of learning from teachers to students, and students can learn more actively. For the theoretical knowledge that some students can master by themselves, teachers no longer occupy additional classroom time to teach information. These knowledge points need to be completed by students themselves after class. They can learn through the network resources made or provided by teachers, discuss with other students on the network, and even consult teachers through the network platform. Teachers can also have more time to communicate with everyone.

2. The deficiency of traditional teaching of securities course

(1) Securities courses are mainly taught

Teaching is the most classic teachers impart knowledge and the most commonly used one way, but teaching method also has many defects, especially this kind of curriculum knowledge is relatively more, class time more nervous, to complete the teaching plan and to make students grasp the basic knowledge of securities market, often become teachers in the interpretation of knowledge, the students felt boring. At present, the teaching system of securities courses for securities majors in colleges and universities is relatively complete, but the content of teaching materials used cannot be updated in time. The knowledge points of securities course include securities varieties such as stocks, bonds, funds, etc. The content is very complicated, and these contents need to be updated in time with the rapid development of economy and the rapid changes of the securities market. At present, the teaching materials used by colleges and universities are relatively slow in the updating of knowledge points, and most of them focus on theoretical knowledge, lacking practical knowledge related to actual social needs, which cannot meet the needs of vocational guidance and practical training for students. In addition, a single teaching method will make students have a sense of theoretical knowledge is illusory, theory cannot be connected with practice, and the course content is too much, eventually leading to students' weariness, even sleepy in class, truancy and other situations.

(2)The practical teaching of securities course is not perfect

Teachers in the teaching process to consider the teaching schedule and teaching cover the content for the interpretation of the theoretical knowledge in the books, the application of knowledge and practice is less, but some students interested in practice instead, especially now is an era of national financial management, students' interest in the securities market, and how to use a strong expectation. The teaching of securities courses is to cultivate talents to meet the needs of the society, and the talents needed by the current securities industry are equipped with strong theoretical knowledge and practical ability. But nowadays most securities course teaching mode still is given priority to with theoretical teaching, only in the classroom teaching to teach students knowledge and understanding, some abstract theory teacher due to lack of practical experience in the securities industry, in the teaching of the course focus on emphasis on the completeness and systematicness of theoretical knowledge, ignoring the practice operation skills and the matters needing attention, It ignores the actual social needs, disconnects the theory and practice in teaching mode, and is deficient in enabling students to acquire the corresponding post ability and vocational skills during learning. In the course of teaching, due to the reasons of class hours, the teacher seldom gives a detailed introduction to the stock market software and stock trading system. At most, he shows the stock market information by means of pictures, but seldom gives in-depth and systematic explanation, which makes students' understanding of stock trading in a vague state.

(3)Teaching lags behind the development of practice

At present, in the teaching of securities science, the theoretical teaching is still the main body, the practical teaching content is relatively weak, the teaching link is relatively scattered. They emphasize knowledge over ability and theory over practice; overemphasize the imparting of theoretical knowledge and neglect practical links. The teaching reform in colleges and universities often talks more about the reform of teaching methods, teaching conditions and teaching means, but less about the reform of teaching content itself. Especially for the teaching of securities, the reform of teaching content lags behind the development of China's securities practice. Securities to learn is a theoretical and focusing on strong discipline, conditions allow, can make full use of resources, face-to-face simulation laboratory, increasing investment to establish campus so that the students can be simulated by that time in the school practice work, deepen students' understanding of securities theory knowledge, improve students' practical application ability.

(4)Theory assessment, memory clearance

According to the curriculum standard and teaching outline planning, securities course final request for commonly used way of evaluation and examination paper content is given priority to with books of theory knowledge, many students in the process of the final assessment to mechanical memory books key chapters and content can be through the inspection, this leads to students' understanding of book knowledge is very weak, With the passage of time, the knowledge memorized by machine will soon be forgotten, affecting the systematic learning of subject knowledge. Securities course is a practical course, there are many disadvantages in the process of assessment to adopt the traditional assessment way, we should combine the reality to carry out appropriate reform on the assessment way.

3. Application of flipped classroom in securities teaching

(1)Strengthen independent study before class

In the flipped classroom teaching mode, pre-class links include watching videos, learning systematic knowledge and completing online tests, etc., while classroom links mainly review and deepen previous knowledge. In the pre-class section, students can proceed flexibly according to their own understanding and acceptance. In view of the key and difficult content

of the course, we can focus on learning, repeated learning, online consultation, and recording thinking to avoid the difference in knowledge digestion and absorption caused by the same class progress caused by the difference in students' learning ability. Must learn to securities course for China's national policy and economic environment have keen insight, in the teaching of securities course should focus on cultivating students' insights into the economic environment and market information, encourage the student to the securities market related subjects independently to find information, and analyze the seized information, for students to explore knowledge of the securities market for heuristic teaching. In this way, the disadvantages of traditional teaching are avoided and the teaching atmosphere is active. In addition to preparing for teaching according to the teaching materials, teachers should update the teaching content according to the hot issues and hot phenomena in the current economic environment. In the course preparation process, some modules are designed to trigger students' thinking and exploration, to inspire students to discover, think and solve problems independently after class, so as to cultivate students' ability to independently observe and analyze the dynamics of the stock market, summarize problems and solve problems.

(2) Classroom teaching turnover

In the subject flipping process, teachers organize students to discuss the key points and difficulties in class on the one hand, and solve and summarize the difficult problems raised by students on the other hand. Through such classroom teaching links, teachers not only help students systematically comb knowledge points, but also help students internalize knowledge points. In class, teachers can arrange students to discuss a hot topic in the securities market in groups, so as to improve students' enthusiasm in learning the securities course and strengthen teaching interaction. In the course of teaching, teachers can also introduce some hot issues related to the course into the classroom, organize students to analyze and discuss, and change the traditional mode of theoretical indoctrination. Students express their opinions through discussion and debate in class, and teachers help to analyze and sort out, so as to draw correct conclusions. Students' active participation in class can deepen students' understanding and impression of knowledge, so as to achieve better absorption effect. For different trading varieties such as futures, options and funds, special trading software can also be selected to explain and learn, so as to enhance students' perceptual understanding, so that students can deepen their knowledge and understanding in the process of learning, and strengthen their hands-on ability and practical ability.

(3) Incorporate case discussions

By applying flipped classroom in teaching methods, teachers can make innovations and breakthroughs, and introduce the most cutting-edge and representative cases related to teaching content into the teaching process, which can greatly improve students' interest in learning and deepen their recognition, understanding and mastery of knowledge points. In the teaching process of securities course, network teaching means can also be used to instill the latest information in the securities market in the process of economic development to students in the first time through pictures, videos, comments and other ways, so that students can timely and comprehensively understand the latest information in the securities market, not only updating the teaching content, It also enables students to have a comprehensive understanding of the development of the securities market and the emergence of hot issues, and better improve students' ability to recognize problems, understand problems and solve problems.

(4) Evaluate the flip

In the traditional teaching process, the evaluation of students' learning effect is basically carried out through examination papers. This evaluation method focuses on the degree of students' mastery of theoretical and academic knowledge. It can neither fully reflect the learning process of students nor accurately evaluate the quality of learning. Flipped classroom mode is different

from traditional teaching mode in terms of assessment content, assessment form and assessment standard. Flipped classroom assessment can use a combination of various assessment methods to investigate students' various abilities, score students' various aspects through modular evaluation, and finally calculate comprehensive results for examination. This assessment method takes into account all aspects of students, rather than evaluating students' abilities only through closed-book exams. Securities are a very practical course, so practice assessment is an essential teaching link. In the process of assessment, teachers can make full use of laboratory resources and simulate the real securities trading environment with the help of securities teaching software. The simulated trading platform is constructed to meet the needs of the students of trading practices, China's domestic existing flush, and a number of securities information site in great wisdom with simulated trading services, through simulation application exclusive deals page, you can make a class or a student in the same page, the simulated trading and rank within the same database.

4. Conclusion

Flipped classroom is a new teaching method combined with information technology in recent years. Flipped classroom has a broad application space in Applied Undergraduate Colleges and universities. Especially in the highly applied courses such as securities, students have little interest in written basic theories, and forced indoctrination will only be counterproductive. After flipping the classroom, using the teaching resources of the network platform, students can arrange the learning process according to their own situation. Flipped classroom teaching resources can often attract students' attention, so that students can control the learning process by themselves. Using teaching videos, students can arrange and control learning according to their own situation. The difference of students' learning ability determines how long it will take them to master the content. Learning is not a process in which teachers simply transfer knowledge to students, but a process in which students construct knowledge themselves. Students do not simply passively accept information, but actively construct knowledge. Students can master the rhythm of watching the video by them, watch the knowledge points they don't understand repeatedly, or ask the teacher for help through chat software; On the other hand, teachers' time is also more full and free. Through the flipping link in the classroom, students discuss a hot topic in the securities market in groups, so as to improve students' enthusiasm for learning securities courses and strengthen teaching interaction. In the course of teaching, teachers introduce some hot issues related to the course into the classroom, organize students to analyze and discuss, and change the traditional model of theoretical indoctrination. Students express their views through discussion and debate in class, and teachers help analyze and sort them out, so as to draw correct conclusions. Students' active participation in the classroom can deepen students' understanding and impression of knowledge, so as to achieve better absorption effect. On this basis, teachers can also have a more comprehensive and full understanding of students. Through the above analysis, flipped classroom is applicable in highly applied courses such as securities. Through students' independent learning before class, interactive links and practical links are introduced in class, and modular assessment methods are adopted after class to more reflect students' securities practice ability, so as to change students' weariness, mobilize students' enthusiasm, and exercise students' practical ability and practical ability.

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