

# *Measures of Practical Curriculum System Reform for Investment Majors in Applied Universities*

Hanqiao Sun

*Department of Economics and Trade, Shandong Management University, Jinan 250357, China*

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**Abstract:** Financial market is developing rapidly in China. Complex and diverse financial products and various investment needs continue to emerge. At the same time, there is a shortage of experienced and skilled investment and wealth management professionals in the investment field. Talents trained by investment majors in applied universities can just solve this problem. Through research, there is a contradiction between the employment requirements of investment companies and the current goal of talent training in colleges and universities. Therefore, advanced educational concepts and scientific teaching methods are particularly important in promoting the construction and development of this profession. This paper uses the interview method to conduct in-depth interviews with managers of business departments and HR departments of several financial enterprises to understand the employment needs of enterprises. On this basis, some suggestions are put forward for the curriculum reform of investment majors.

## 1. Introduction

The modern financial industry plays a key role in economic development, as it is one of the top ten industries in the transformation of old and new drivers of growth. As a branch of finance major, investment provides necessary support for the development of modern financial industry. Investment education is also facing reform in education and teaching, talent training level and curriculum system. As applied universities in China, the cultivation of talents should be guided by vocational requirements and focus on the cultivation of practical ability. Therefore, it is very important to increase the proportion of professional course practice teaching and enhance students' application ability for the cultivation of investment talents in such colleges and universities.

The major of investment in applied universities should mainly cultivate composite application-oriented talents with professional skills. In addition to solid theoretical foundation, they should also have basic skills in handling financial management, project investment, financial consulting and other investment practices and capital operation. Therefore, in the talent training of investment major, it is necessary to optimize practical teaching links, improve the practical teaching system of professional courses, and cultivate and improve students' practical application ability.

At present, the population of China's affluent class is gradually increasing. with the accumulation of household and personal wealth, the willingness of young and middle-aged consumers to pay for services has improved. The whole society is increasingly demanding wealth management. However,

in the rapidly developing financial market, there is a lack of connection between the supply of financial products and the demand of investors. One reason for this is the current shortage of experienced, skilled professionals in the investment field. Therefore, before establishing investment major and carrying out talent training, we should carry out extensive research on local enterprises and institutions, financial institutions and similar colleges and universities. Colleges and universities should set up majors that focus on operation and marketing and have higher requirements on practical operation ability to meet the needs of industry positions. However, the curriculum setting of investment major in colleges and universities generally attaches importance to theory and principle and neglects practice. As a matter of fact, investment students in ordinary colleges and universities are often engaged in basic positions in the industry after graduation, which leads to a serious disconnection between the quality of college students and the real market demand. It not only leads to the same talent training patterns among colleges and universities, but also causes structural contradictions in the employment market. On the one hand, there is a serious shortage of basic practitioners who meet the needs of enterprises. On the other hand, it is difficult for students majoring in investment to find jobs. This proves that those graduates who accept too much theoretical teaching do not adapt to the market demand. In order to solve this problem, after reflecting on the shortcomings of the existing curriculum system and teaching mode of investment science major, this paper tries to put forward suggestions to help construct the professional curriculum system and practical teaching mode that meet the market demand.

## 2. Literature Review

Many scholars have made corresponding researches on practical curriculum reform. In the 1980s, David proposed the learning circle theory based on practical teaching, believing that knowledge acquisition first comes from experience, and practical teaching can better enable students to receive education through experiential methods and transform it into active practice. [1] Smith (2010) believes that practical teaching should be competency-based and individualized to improve teaching efficiency. Meanwhile, practical teaching courses should be set according to students' ages and majors. [2] Cui (2014), based on a comparative study of the traditional theoretical teaching mode and practical teaching effect in colleges and universities, found that strengthening practical teaching documents and management system is an effective method to implement practical curriculum reform. [3] Zhu (2018) put forward that practical teaching should make full use of social resources and make continuous innovation through exploring the purpose of practical teaching and studying its evaluation. Such as through alumni, government and enterprises, etc., to achieve diverse forms of practice. Students can form teams to carry out special practice or comprehensive training in enterprises, and enterprises can also provide funds, talents and management experience. [4] Zhang (2018) proposed the "five-in-one" practical teaching model of practical teaching, professional competition, practice base, training project and entrepreneurial practice to promote comprehensive education reform. [5]

To sum up, scholars have affirmed the positive significance of practical teaching and put forward a variety of methods and ideas to carry out practical teaching. But few literatures put forward solutions for the reform of practical teaching of financial investment majors in applied universities. In terms of practical curriculum reform of investment major in such universities, it is necessary to carry out scientific and reasonable curriculum construction and teaching reform after combining the characteristics of running a school and fully understanding the social needs.

## 3. Problems Existing in Investment Major in Applied Universities

Through interviews with 15 domestic financial institutions, educational institutions and

universities, it can be found that there are several outstanding problems in the training of investment professionals in applied colleges and universities in China.

### **3.1. Lack of Innovation Ability**

Students majoring in investment have rich theoretical knowledge but weak practical operation ability and lack of innovation ability. With the rapid development of China's financial industry, new businesses, new institutions and new policies are constantly introduced. Therefore, the demand for practical, innovative and compound talents is more prominent. At present, many colleges and universities in China pay more attention to the teaching of theoretical knowledge than practice, resulting in insufficient practical skills, innovative spirit and creative ability of students. College graduates are not qualified for the job requirements, which is a common problem faced by the surveyed enterprises.

Industry experts suggest that applied universities should be oriented to the development of industrial transformation and the needs of regional economic society, with the goal of strengthening students' vocational competence and sustainable development ability, and focusing on improving students' practical and innovative ability, so as to innovate talent training programs, curriculum systems, methods and guarantee mechanisms. Professional teachers should actively carry out bold innovation in the curriculum system and explore the construction of new curriculum system and professional construction standards in line with the orientation of talent training. The connection between universities and enterprises should be promoted, and the reform of heuristic and inquiry-based teaching methods should be promoted, as well as the comprehensive reform of cooperative, task-oriented, project-based and enterprise practical operation teaching modes should be promoted. To promote the connection between curriculum content and technological development, the connection between teaching process and production process, and the integration of talent training and industrial demand. The education system of applied universities should be coordinated by the open cooperation among multiple subjects. It should integrate the innovative elements and resources of multiple subjects, condense the deep integration of production and education, and coordinate the training mode of applied talents.

### **3.2. Lack of Professional Quality**

Most of the students majoring in investment in colleges and universities mainly focus on theoretical learning, lacking the cognition of the real working environment and the necessary professional quality training. The business object of investment industry is capital, and the business has high risk. In order to better engage in this industry, investment professionals are required not only to be familiar with business knowledge, but also to have high professional ethics and good labor literacy. Corporate surveys show that a large number of financial entrepreneurs and company executives stress that they expect their employees to be diligent, loyal and hardworking.

The initial suggestion of the enterprise manager is to let students spend some time in the same enterprise every semester to practice, so as to establish a long-term joint cultivation mechanism between the enterprise and the school. Comprehensive practical courses for investment major are offered, in which teachers of professional practical courses and corporate practice tutors jointly guide students to carry out practical training on investment management consultation and financial product marketing, so as to improve students' application ability. At the same time, at present, enterprises pay more attention to the social certification qualification. Therefore, students should be encouraged to obtain financial related qualifications. The incentive mechanism allows students to trade relevant qualifications for elective credits. In addition, large state-owned enterprises, research institutes, government organs, and statistical departments in the survey also mentioned the necessity

of graduates' official document writing ability in work, and pointed out that graduates are very short of this skill.

#### 4. Construction of Practical Curriculum System for Investment Major

In order to better meet the needs of the society, we have scientifically planned the curriculum system based on the suggestions put forward by industry experts. In particular, the practical curriculum system of investment major is planned and reshaped.

The curriculum system of practice consists of two parts. One is in-class practice, which refers to the part involving skill teaching in professional courses. It is to integrate practical teaching into the course teaching process. Its main purpose is to master and consolidate the knowledge points of the course and strengthen students' learning and mastery of professional skills through the practical operation of the relevant content of the course. The other is extra-curricular practical training courses, whose purpose is to set up innovative training, project training, comprehensive practice and other practical training courses for investment majors on the premise of having experienced the basic skills training in the previous class.

Practical courses require students to complete practical operations and write practical training reports according to the requirements of the practical syllabus and the guidance of teachers. Among them, extra-curricular practice training is further operation and training on the basis of professional course learning, which is an extension of in-class practice teaching. Therefore, students should lay a good foundation of professional courses first. Students can improve their practical ability, communication ability and innovation ability through systematic practical training during the learning process of professional courses. In particular, students are equipped with core professional knowledge and skills.

The major of investment should be oriented at the training of applied talents. On this basis, application-oriented colleges and universities should optimize the curriculum system, coordinate high-quality resources and promote curriculum construction. Teachers should improve the teaching model, make full use of the online teaching platform, and promote the realization of the combination of online and offline teaching reform. Universities and enterprises strengthen cooperation to build high-quality practice base. Teachers can take temporary jobs in enterprises. In order to facilitate their later practice teaching reform according to the needs of social and industrial development, centering on the knowledge, ability and quality requirements of practical work tasks. These measures can realize the seamless connection between knowledge and skill. Finally, a practical training curriculum system suitable for training objectives is gradually constructed. The course system construction process is shown in Figure 1.

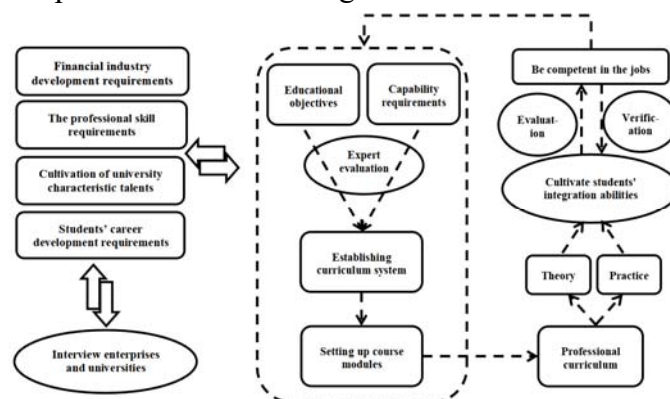


Figure 1: The construction process of professional curriculum system

## 5. Conclusion

The investment courses in this study mainly refer to the professional compulsory courses that can comprehensively cultivate students' basic theoretical knowledge and practical application ability. It mainly focuses on the practice teaching of core courses such as securities investment, securities investment technical analysis and portfolio management of investment major. Its specific recommendations are as follows:

Firstly, the teaching content of practical training courses for investment majors should be developed in line with the needs of the industry and the position. The specific process is to first investigate the current social and industrial development trend of talent demand. Focusing on the advanced knowledge system of investment, matching high-quality resources. Through the analysis of typical positions in enterprises, the skills and qualities needed to be competent for relevant positions are extracted. On this basis, competency model is constructed to design teaching content and construct characteristic professional training courses. In this way, the matching degree between talents and posts can be improved, and the purpose of shaping professionals who can be competent for their posts quickly can be achieved.

Secondly, colleges and universities need to innovate teaching models. Teachers should make full use of the online teaching platform to achieve the combination of online and offline teaching reform. New teaching techniques should be introduced into curriculum teaching. This blends classic concepts and fundamentals with real working cases and practices. Students should first understand the practical work requirements, and then learn the corresponding theory and skills. Under the condition of new technology in the new era, the teaching mode innovation of learning for practice and practice guiding learning should be formed.

Thirdly, investment projects can be simulated in the course. Each course can integrate course teaching content to build case teaching resources. According to the completion time and quality of the project, the teaching quality evaluation system and student ability assessment indicators are constructed. Teachers can collect original cases of enterprises as materials to build a teaching case library of practical training courses in line with the training of investment professionals. Thus the course realizes project-oriented and simulates real investment projects. Let the students get familiar with the investment operation process, write investment project documents, and provide support for the students to get familiar with the investment job.

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