

Research on the construction of introductory courses group for financial majors under the background of new business

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Abstract. "New Business" is a new Economic and Management Education concept under the new liberal arts. The Ministry of Education's "Declaration on the Construction of New Liberal Arts" pointed out that one of the starting points to promote the construction of new liberal arts is to improve the quality of the courses. Course construction is the foundation of the construction of majors. It is important to strengthen the construction of the professional introductory courses group in combination with the current conditions and practice of the financial majors of Canvard College. Based on this, this paper raises some problems in constructing introductory courses group and proposes innovative initiatives for designing concepts, frameworks and models as ideological and political construction of curriculum, optimization of teaching contents, reform of teaching mode, reform of teaching methods and reform of teaching appraisals.

1 Introduction

"New Business" is a new concept of Economics and Management Education under the concept of new liberal arts. Finance and Financial Engineering are traditional business majors. Financial Technology is a new business major at the university. Canvard college has established two first-class discipline construction points for Finance and Financial Engineering in Beijing. After years of hard work, the coordinated development of the majors mentioned above has formed and urgently needs further development. The Ministry of Education's "Declaration on the Construction of New Liberal Arts" points out that optimizing major setting, improving course quality and bringing forth new teaching models are the major starting points for promoting the construction of new liberal arts and cultivating application-oriented compound liberal arts talents which meet the requirements of the new era are. Facing the new demands, it is necessary to upgrade the majors of Finance and Financial Engineering, actively establish the major of Financial Technology, and actively promote the in-depth integration of modern information technologies such as AI and big data with liberal arts majors. It is increasingly urgent for financial majors to restructure and upgrade in terms of talent training model, teaching content, and teaching form.

The "Declaration on the Construction of New Liberal Arts" also pointed out that it is necessary to firmly grasp the basics of curriculum and consolidate the system. Taking

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curriculum construction as the core link of the intensive development of colleges and universities and a critical point for constructing new business disciplines has urgently become a major problem to be solved. To improve the curriculum quality, we must firmly grasp the most basic and critical element of the curriculum, continue to promote the update of education and teaching content, introduce the latest theoretical achievements and practical experience of the construction of socialism with Chinese characteristics into the classroom, and transform it into high-quality teaching resources. To cultivate students' interdisciplinary knowledge integration ability and practical skills, it is necessary to emphasize model innovation, promote the complement of advantages in academia and industry, and at the same time focus on the country's new round of opening-up strategy and strengthen the "cooperation between universities and social departments, and the cooperation of domestic and foreign" to improve the whole-chain education mechanism.

According to the "National Standards for Teaching Quality of Financial Majors", courses such as Microeconomics, Macroeconomics, Econometrics, Finance, and Accounting are the introductory courses and the necessary theoretical foundation and theoretical foundation for studying professional courses 2. In the context of the construction of the new business department, combined with the existing conditions of Canvard College and reality of its financial major, further construction of introductory courses group, and the curriculum system is an ability-based interdisciplinary integration, which adapted to the training of applied new business talents.

It has great significance to the construction of first-class majors in Finance and financial engineering in Canvard College and the construction of new majors in financial technology. We have to explore the Introductory Courses Group of curriculum ideology, focus on practical application, focus on individual development, and serve the needs of regional economic and social development, strengthen advantages, condense characteristics, consolidate the foundation of financial majors, further standardize curriculum management, strengthen the construction of curriculum lecturers, and focus on the reform of teaching content and methods, strengthen practical course teaching, promote courses assessment reform, and accelerate construction of teaching staff. The research also provides a methodological and practical basis for the construction of other courses outside the curriculum group and promotes the upgrading and transformation of traditional business majors and the construction of new business majors.

Finance is an essential direction for the training of traditional business education. Facing the new requirements put forward by new business disciplines, financial majors create new business disciplines, and explore, innovate, restructure and upgrade in talent training mode, teaching content, and teaching form matters 3. The curriculum is the core element of talent training. At present, there is almost no research focusing on the construction of introductory courses group for financial majors under the background of new business disciplines, and this research is very important for the construction of business majors in our university, especially the two first-class majors of Finance and Financial Engineering, as well as the first-class major in Finance. The construction of an introductory courses group is vital. This research will further explore the construction of introductory courses group for financial majors under the background of new business disciplines based on the actual situation of Canvard College's learning and teaching conditions.

2 Problems to be solved

Firstly, we have to solve the problem of lack of educational function in professional courses and insufficient value guidance for students. Currently, most courses in the introductory courses of financial majors focus more on achieving students' knowledge and ability goals.

It is essential to guide students to establish the correct views, cultivate patriotism. The achievement of the quality goals is not apparent 4.

Secondly, we have to solve the problem of insufficient "student-centred" in students' course learning. At present, traditional classroom teaching is mainly centred on teachers habitually imparting knowledge, ignoring students' ability training, students passively listening to class to learn, lack of thinking, severe lack of innovation ability, an imbalance between teaching and learning, and the proportion of "teaching" It is still relatively large. The level of class participation needs improvement. It is urgent to break through the traditional mindset, innovate teaching modes, means and methods, and effectively solve the difficulties and pain points of traditional classroom teaching; the phenomenon of students "can't eat enough" and "can't eat" At the same time, there are problems that personalized learning needs cannot be fully met; students do not understand and apply knowledge enough, and the basic courses of financial majors are more theoretical than courses, which are difficult for students to understand, and often do not know why; The teaching content overlaps and repeats, and does not reflect the frontier issues of new business majors such as the digital economy and financial technology.

Thirdly, we have to solve the problem that students and teachers have a low sense of acquisition in the process of talent training. The teaching process lacks innovation, teaching mode is single, teaching method is backward, cannot reflect the empowerment of technology and the use of new teaching methods centred on students' individual learning needs, the traditional evaluation method is simple, cannot reflect the continuous improvement, and teaching evaluation is not good. Lack of learning service support eventually leads to bad teaching effect.

Fourthly, we have to solve the problem that the new business characteristics were not fully reflected in major course teaching. "New Business" is the restructuring and intersection of traditional business disciplines, integrating artificial intelligence, block chain, cloud computing, big data and other new technologies into business courses, with new concepts, New models and new methods provide students with comprehensive interdisciplinary education. The current curriculum teaching does not fully reflect the characteristics and content design of the new business, so it cannot sufficiently meet the training of new business talents.

3 Construction ideas

First, we can upgrade the design concept of the courses group. Taking strengthening moral education and cultivating students as the foundation, exploring new ideological and political models of courses, strengthening patriotic education, and cultivating patriotic feelings; taking the construction of new business courses as the starting point; taking students as the centre to meet students' individualized learning needs, using information technology as the support, using multiple evaluations as a means and focusing on the construction of courses that adopting foreign teaching model, we will create a group of basic courses for financial majors, and comprehensively improve students' comprehensive ability.

Second, we can design the framework of innovative curriculum groups. First of all, we should upgrade teaching content. Combined with the training objectives of professional talents, straighten out the relationship among the prerequisites and follow-up courses, pay attention to the connection of knowledge points, and choose the focus of teaching content; integrate into the industry, pay attention to the combination of basic theories and cutting-edge results, new knowledge in the industry, and practical cases, build a curriculum knowledge map of courses group, highlight innovation and practicality; integrate into the world, integrate undergraduate education with international vocational education, embed CFA Level 1 knowledge content into course teaching, introduce curriculum resources from

cooperative colleges abroad, and carry out cooperation with cooperative colleges and universities. Cooperative teaching and bilingual teaching by experts and scholars. Secondly, we should innovate the teaching mode. It integrates with information technology, realizes the process management of courses, improves knowledge understanding and application, integrates online and offline, online open sharing, guides students to learn independently and collaboratively, supports traditional classrooms, and reshapes course content offline to reflect leading and cutting-edge, organize students to interact and communicate, from the traditional "passive teaching" to the active "student learning", and adopt the teaching mode of foreign colleges and universities, and carry out a hybrid online and offline mode through a combination of lectures and seminars teaching. Finally, teaching method innovation. According to the learning absorption rate pyramid proposed by the famous expert Edgar Dyer, combined with the adoption of effective teaching methods in domestic and foreign business education and the latest progress, considering the characteristics of each course, highlighting students' learning subject status to enrich the classroom form and innovative teaching methods.

Third, we can innovate the form of ideological and political teaching design of courses. The ideological and political teaching of the course runs through the entire process of the course teaching in the courses group. "New business" is a broad discipline that integrates modern new technologies. One of its connotations is business education which highlights Chinese theories and methods and strives to build a discourse system with Chinese characteristics, using Chinese cases and theories to explain Chinese phenomena and solve Chinese problems. To guide China's economic development practice, it is also necessary to apply the cases formed by China's practical experience in curriculum teaching. It is necessary to deeply integrate the ideological and political construction of the curriculum with Chinese cases, carry out curriculum reconstruction, re-combine selected teaching materials, and revise teaching syllabuses and plans. Moreover, compile a Chinese case of course ideological and political teaching and apply it to teaching practice.

4 Construction contents

Under the background of new business construction, with the new economy, new changes in the demand for talents in business formats and new Finance are the logical starting point of education reform. Combined with the school's international orientation, it is student-centred to meet students' personalized learning needs, and learning results are goal-oriented. By optimizing teaching goals, updating teaching content, Innovate teaching modes and methods, reforming teaching evaluation, promoting learning and reform, and establishing basic courses group for financial majors, including Microeconomics, Macroeconomics, Econometrics, Finance, and Accounting, and build a set of logic series of courses that adopting foreign teaching model with clear, optimized content and mutual promotion serve the accurate understanding of the training goals of financial majors and lay a solid foundation for students to study major courses and further study abroad. Specifically, efforts should be made to build the following:

First, the ideological and political construction of the curriculum. Explore the elements of ideological and political education in each course, organically integrate ideological and political modules into professional courses, guide students to establish a correct worldview, values and outlook on life, and use Marxist positions, viewpoints and methods to analyze problems. Guide students to the values of socialism with Chinese characteristics and be firm supporters of the cause of socialism with Chinese characteristics in the new era.

Second, construction of teaching content. In accordance with the requirements of the new liberal arts, it is problems-oriented, strengthens the integration of disciplines, combines China's national conditions and reality, integrates information technology, and optimizes the

teaching content of the course group based on this view. On the one hand, integrate the connection relationship between knowledge points in the talent training plan, straighten out the relationship of knowledge between prerequisite courses and follow-up courses, build a clear knowledge framework for courses within the course group, sort out the internal relationship in the content of each course, and solve the problem. In the past, the constraints of repetition of teaching content and the inability to combine course teaching and practice can better obtain the learning effect of subject content; the new concepts, new technologies and new models in the industrial field are applied to the teaching, the knowledge system of the CFA professional qualification certification is combined with the course content, and the cultivation of an international perspective is integrated into the teaching content. Methods, emphasis the basic nature of knowledge, and also focus on cutting-edge application and development, highlight practical links, pay attention to the integration of interdisciplinary and inter-professional knowledge, increase the construction of courses group' resource base, improve the effectiveness of course teaching, and take into account the system of knowledge. Sexuality, cutting-edge and practicality 5.

Third, the reform of teaching mode. Carry out the construction of online and offline mixed courses, and deepen the reform of foreign teaching mode implemented by the college. The scope of college students' exposure to knowledge is constantly expanding, and the ways of acquiring knowledge are becoming more and more diverse. Therefore, the channels, methods, and means of teachers' dissemination of knowledge should be reformed accordingly 6. In addition, we should strengthen the use of educational information to lead and promote the deep integration of modern information technology and curriculum teaching. The Outline of the National Medium and Long-term Education Reform and Development Plan (2010-2020) has made clear requirements to strengthen international cooperation and cultivate a large number of international talents with international vision, be familiar with international rules, and be able to participate in international affairs and international competition. Canvard College is marked by international education. In terms of teaching mode, it is also carrying out a teaching mode combining lectures and seminars against the teaching mode of cooperative colleges abroad. Based on this, we plan to reform the teaching mode that combines online, offline teaching, lecture and seminar 7.

Fourth, the teaching method changes. Combining the characteristics of different courses in the course group, carry out heuristic teaching, seminar teaching, project teaching, practical teaching, case study, competition embedded courses, and also carry out "Enterprise Elites into the Classroom", "Customized Lectures", "A Class of Experts", "Walking Classroom" and other various teaching modes 8.

Fifth, teaching evaluation reform. Taking students as the centre, starting from the learning situation, exploring suitable assessment methods, combining process evaluation and concluding evaluation, focusing on process evaluation, analyzing the students' abilities that different courses focusing on cultivating, setting specific assessment methods for different courses, helping students achieve learning goals, achieve precise assessment of ability in order to achieve the accuracy of the ability assessment, the assessment of the diversification of standards, assessment of diversity, assessment of dynamic results.

5 Conclusions

Under the background of new business construction, this paper analyzes the problems to be solved in courses group construction according to the practice of financial majors in Canvard College, puts forward the idea of innovative curriculum group design, innovates the courses group's design framework, ideological and political education design form of ideas, points out that the construction of courses group can be carried out from the aspects of ideological and political construction of curriculum, optimization of teaching contents, reforming of

teaching mode, reforming of teaching methods and reform of teaching evaluation. In the future research, it is necessary to further unite the changes of the demand for talents in the development of the financial industry, to carry out investigation and research, and to integrate the teaching contents of the courses, to design the courses' teaching mode, teaching method and teaching evaluation, and to practice teaching, to adjust and focus on details in the process of practice, to update teaching materials such as teaching cases and syllabuses.

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