

The Exploration of Course Reform of Financial Statement Analysis Based on the Concept of “four Truths and Three Modernizations”

Huifang Liu

Shanxi Technology and Business University, Taiyuan, Shanxi 030062, China

Abstract: At present, there are some problems in the teaching of “Financial Statement Analysis”, such as unidirectional knowledge transmission, boring course content and rigid assessment method, and the logic behind the design of application-oriented course is not clear enough. This paper constructs a three-level matrix of course system matrix-course matrix-project matrix-with the help of the concept of “four truths and three modernizations”, and reforms the course content, teaching methods and assessment methods in order to improve the teaching quality of Financial Statement Analysis and promote the comprehensive development of students.

Keywords: Four true three chemical; Financial statement analysis; Curriculum matrix

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Introduction

Financial Statement Analysis is a core course for financial management majors in many colleges and universities, which is related to the construction of students' knowledge system and the cultivation of innovative thinking ability, and is an indispensable foundation for students to study subsequent professional courses.

In October 2019, the Ministry of Education began to implement the “Double Million Plan”, a first-class undergraduate course, to create a first-class undergraduate course with the characteristics of “gender one degree”^[1]. In order to implement the construction requirements of the Ministry of Education's gold course, the course team of “Financial Statement Analysis” relies on the Teaching Reform and Innovation Project of Shanxi Province and the first-class course of Shanxi Province (Construction course). Promoting the online and offline mixed teaching reform, adding ideological and political elements into the curriculum, trying to develop the “four truths and three modernizations” curriculum matrix, which also has a certain demonstration and leading role in the teaching reform of other courses of financial management major.

1. Overview of the concept of “four truths and three transformations”

The “Four Principles” originated from the requirements of vocational education reform put forward by the Ministry of Education and other six ministries in the “Modern Vocational Education System Construction Plan (2014-2020)” in 2014, that is, to learn, do and master real skills in a real environment; The “Three Methods” originated from the requirements of “integration of production and education, dual education of schools and enterprises” put forward in the Notice on the Issuance of the Implementation Plan of National Vocational Education Reform No. 4 of GuOFA [2019], that is, curricular work tasks, working teaching tasks, and systematic work processes.

Curriculum development under the concept of “four truths and three modernization” adheres to the principle of “student-centered,

dual education and continuous improvement”. A complete closed-loop system is formed by four systems of mutual foundation and premise, namely curriculum positioning, curriculum design, curriculum implementation and curriculum evaluation, and a curriculum matrix of three levels, namely curriculum system matrix, curriculum matrix and project matrix. Enable students to meet relevant graduation requirements in terms of knowledge, skills and attitudes [2].

2. Problems in the teaching of Financial Statement Analysis

2.1 “One-way” knowledge transmission

In terms of teaching methods, most teachers still adopt lecture-oriented teaching methods, but due to the large amount of data, they only compare and analyze the financial data of several listed companies, and often lack industry comparative analysis in the analysis. Meanwhile, the selected cases often have a clear conclusion orientation, and students lack motivation to participate and become passive knowledge receiving machines. There is no substantial change in the teaching method of “one-way” knowledge transfer.

2.2 “Boring” course content

The course of Financial Statement Analysis itself is comprehensive and highly applicable, aiming to cultivate students’ comprehensive ability to accurately interpret financial statements and make objective evaluation of the financial situation and business performance of enterprises by using the knowledge they have learned. However, the teaching content of the current curriculum lacks the cultivation of the above comprehensive ability of students.

2.3 “Rigid” assessment methods

At present, the final examination of this course is still mainly in the form of closed-book examination, and the types of questions include single choice, multiple choice, judgment, simple and calculation, etc. The scope of examination topics mainly focuses on the calculation of relevant indicators of the three major statements and four major abilities. This examination method cannot truly test students’ mastery of financial statement analysis methods, and directly leads to some students’ opportunistic learning. Contrary to the requirements of teaching objectives.

Table 1: Financial Management curriculum system matrix (first-level matrix)

Graduation requirement Course title	1			2			3			4			...	13	
	1-1	1-2	1-3	2-1	2-2	2-3	3-1	3-2	3-3	4-1	4-2	4-3	...	13-1	13-2
Financial statement analysis						☆	★				★		...		

Table 2: Financial Statement Analysis Course Matrix (Level 2 Matrix) (Part)

item aim require	Graduation requirements 2-3 Comply with financial management professional ethics and professional ethics Graduation	Graduation requirements 3-1 Master the basic theories, basic methods and basic skills of financial management Graduation	Graduation requirements 4-2 Have the basic ability of accounting, auditing and supervision
	Objective 1: Improve the legal cognition level, strengthen the awareness of confidentiality and responsibility, and clarify the professional ethics	Objective 2: master the basic theory and method of financial report analysis	Objective 3: Be able to effectively evaluate the financing, investment and business activities of enterprises
Item 1 Interpretation of three statements	<ul style="list-style-type: none"> ☆ Point 1: Financial statement analysis theory Point 4: Purpose and content of balance sheet analysis ★ Point 8: Purpose and content of income statement analysis ★ Point 9: Income statement comprehensive analysis ★ Point 12: Purpose and content of cash flow statement analysis 	<ul style="list-style-type: none"> ☆ Point 1: Financial statement analysis theory ★ Point 2: Financial analysis information basis Point 3: Financial analysis procedures and methods ☆ Point 4: Purpose and content of balance sheet analysis ★ Point 5: Horizontal analysis of the balance sheet Point 6: Vertical balance sheet analyze ★ Point 7: Balance sheet item analysis ☆ Lesson Point 8: Purpose and content of income statement analysis ★ Point 9: Income statement comprehensive analysis ★ Point 10: Division analysis of income statement ★ Point 11: Itemized analysis of income statement ☆ Point 12: Purpose and content of cash flow statement analysis ★ Point 13: Comprehensive analysis of cash flow statement ★ Point 14: Itemized analysis of cash flow statement 	

Note:★for strong support, ☆for weak support.

3. Curriculum development and construction under the concept of “four truths and three modernizations”

3.1 Goal-oriented, construct the curriculum system matrix

The ultimate purpose of the concept of “four truths and three modernizations” is to cultivate applied talents who can meet the needs of social and regional development, which is consistent with the idea of building an applied undergraduate university of Shanxi Business and Technology University. Therefore, when defining the course orientation, the training objectives and graduation requirements of financial management professionals should be determined from the four aspects of national education standards, professional standards, social needs and school-running characteristics. According to the training objectives of financial management professionals, 13 graduation requirements and 30 index points are determined, and this course should play a supporting role in 3 graduation requirements and 3 index points, as shown in Table 1.

3.2 Clarify the teaching content and construct the curriculum matrix

On the basis of comprehensively sorting out the graduation requirements of financial management major, the teaching goal of Financial Statement Analysis is preliminarily defined as mastering the basic knowledge and theory of enterprise financial statement analysis and effectively evaluating the financing, investment and business activities of enterprises. On this basis, combined with the design logic of “four truths and three transformations”, the course “Financial Statement Analysis” is reconstructed into three projects, as shown in Table 2 (part).

3.3 Optimize teaching assessment methods and construct project matrix

The construction of the project matrix means that the teaching objective should be further divided into each task objective, and each course key point confirmed in the second-level matrix should be further divided into knowledge point, attitude point and skill point. Through one of attitude point, knowledge point and skill point or any set of the three, different combinations of quantity, quality and order quantity can be achieved, so as to achieve the teaching objective of each course key point. For the course “Financial Statement Analysis”, the mixed teaching method and the whole process assessment method are mainly adopted.

3.3.1 Blended teaching methods

“Financial Statement Analysis” adopts a “three-step” teaching method, that is, “online learning → classroom learning → after-class learning”. In online learning, students are required to complete online theoretical knowledge learning and pass corresponding tests by releasing learning tasks in advance through Superstar Learning. In class learning, students should first review and ask questions about online knowledge to understand how they have mastered online knowledge. Then, case teaching is adopted to lead students to make a step-by-step analysis of reports. Finally, class discussion is conducted to summarize the previous analysis results, inspire students to find problems and think about countermeasures to solve them. After class, students are required to select representative enterprises from the range given by the teacher in the form of a group and complete training projects such as three report analysis, four ability analysis, comprehensive ability analysis and evaluation in combination with the theoretical knowledge they have learned.

3.3.2 Whole process assessment method

Considering that students invest more time and energy in online learning, classroom learning and after-school learning, the assessment weight of the process assessment is appropriately increased in the assessment method of Financial Statement Analysis, and the total score of the course is equal to the normal score (50) % + the final score (50) %. Among them, the peacetime performance is evaluated based on the teaching process, and the evaluation content includes: class attendance (10%); Classroom performance includes classroom listening performance, classroom discipline, participation in class discussion, active speech, teachers’ random questions, etc. (10%); Homework completion includes learning through homework and online learning (30%); Course training results (50%). The final examination adopts non-standard answer examination and requires students to submit case analysis report after class.

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About the author:

Huifang Liu (1988.10.16-), female, Taiyuan City, Shanxi Province, holds a master’s degree and is a lecturer in management accounting and corporate governance.