

# Teaching Design and Implementation of the Course Financial Management

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**Abstract:** The research on education in the course of “Financial Management” is of great significance for improving students’ financial management ability. Through reasonable teaching design and implementation, universities can cultivate students’ correct values and professional ethics, laying a solid foundation for their future career development. Based on this, this article focuses on the course “Financial Management” and conducts research on the design and implementation path of education in the course. The aim is to guide students to establish a correct outlook on life and values, enhance their sense of social responsibility and sustainable development awareness, and shape high-quality financial management talents with national rejuvenation ability while mastering solid professional skills. At the same time, it is also expected to provide feasible reference suggestions for universities to carry out the course of “Financial Management”.

**Keywords:** Financial management; Teaching design; Teaching implementation

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As socialism enters a new era, China’s economic development gradually enters a stage of high-quality development. The economic environment, market rules, and legal system are constantly changing. The literacy of financial talents has a great impact on the effectiveness of economic construction and the quality of economic development, especially the scarce high-level and high-quality business and financial talents. The financial management course, as the core course of finance and economics majors, aims to cultivate students’ financial management abilities and business management thinking. Therefore, in the teaching design and implementation process of the course “Financial Management”, should be integrated with professional knowledge throughout, guiding students to deeply reflect on the ethical and moral issues behind financial management, establish correct worldviews, humanistic views and values, and thus cultivate successors who can undertake the task of national rejuvenation.

## 1. The Necessity of the Course of Financial Management

The teaching of the course “Financial Management” is an important way to cultivate student’ comprehensive professional qualities and improve their competitiveness. Through the teaching of the course “Financial Management”, students can strengthen their learning of financial knowledge and skills, and establish their financial and risk awareness, laying a solid foundation for future career development and social responsibility. Firstly, establish students’ financial and risk awareness. The teaching of the course “Financial Management” can help students establish financial and risk awareness, enabling them to understand and analyze the financial situation and operational risks of enterprises. This helps students to make informed decisions through financial planning and risk management in their future work. Teachers can effectively cultivate students’ ability to correctly handle financial decision-making and risk management by explaining the problems encountered in the process of financial management through classroom teaching and case analysis, guiding them to think from the perspectives of legality, fairness, and integrity. Secondly, strengthen students’ learning of financial knowledge and skills. The teaching of financial management courses provides students with basic financial knowledge and skills, including financial statement analysis, investment decision-making, financing strategies, etc. These knowledge and skills are crucial for students to make financial decisions and manage their careers. Moreover, the teaching of the course “Financial Management” can combine theoretical knowledge with practical applications through case studies, practical teaching, and other methods, enabling students to apply the knowledge they have learned to solve practical problems. Through practical teaching of financial management, students can deepen their understanding of classroom knowledge and cultivate their ability to solve practical problems. Once again,

cultivate students' comprehensive abilities. Financial management courses not only impart financial knowledge, but also cultivate students' comprehensive abilities. Students need to engage in practical activities such as financial analysis, decision simulation, and team collaboration in financial management courses to improve their problem-solving, communication, and teamwork abilities. Finally, enhance students' professional competitiveness. Students with financial management knowledge are often able to stand out in the job market. The study of the course "Financial Management" equips students with professional knowledge and skills in the field of finance, enabling them to excel in financial decision-making and management positions, and improving their professional competitiveness.

## **2. Teaching Design and Implementation Path of the Course of Financial Management**

### **2.1 Teaching Design of the Course of Financial Management**

The teaching design of the course "Financial Management" is of great significance for cultivating students' innovative abilities, practical abilities, social responsibility and civic awareness, as well as critical thinking and judgment abilities. Reasonable teaching design in universities can make education closer to students' actual needs, and improve the effectiveness and effectiveness of education. Firstly, universities should redesign their teaching syllabus to clarify the objectives of education the course. Specifically, universities should conduct course discussions based on professional characteristics, professional national standards, and the requirements of the curriculum construction outline, and clarify the curriculum goals in the teaching outline. Secondly, Universities should design course teaching based on the teaching objectives of the syllabus and curriculum, targeting knowledge points. For pure computing knowledge points, universities can adopt a "case background" approach to teaching, select case backgrounds with educational significance, and subtly carry out the "Financial Management" course education. When calculating annuities, teachers can select enterprises to set up "outstanding student scholarships" as the background, to assess students' knowledge points and guide them to strive for excellence. For special knowledge points, universities can also approach them from the perspective of scientific research, reflect on the differences between textbook theory and practical operation, and guide students to discover, analyze, and solve problems in a scientific research and judgment spirit. Finally, universities can sort out the micro courses of the "Financial Management" course by chapter, forming a case library for course teaching design. Universities have organized numerous course teaching designs into a database according to chapters, facilitating the continuous teaching of the "Financial Management" course, as well as case sharing and updating.

### **2.2 The Teaching Implementation Path of the Course of Financial Management**

Studying the implementation path of the "Financial Management" course teaching is conducive to ensuring the effectiveness and effectiveness of the "Financial Management" course teaching, improving teachers' teaching ability and professional literacy, as well as students' interest and participation in learning. Universities can better implement the course of "Financial Management" through scientific and reasonable teaching methods, cultivate students' comprehensive abilities and professional competitiveness. Firstly, attach importance to the supervision and evaluation of education in the curriculum. Universities can establish a "three line and four level" teaching quality assurance system to conduct comprehensive and objective teaching evaluations, usually including evaluations by the school supervision team, department directors/deans, peers, and students. The supervision and evaluation of education in the curriculum can effectively improve teachers' teaching ability and professional literacy, ensuring the effective implementation of the "Financial Management" course teaching. Secondly, we should focus on the process of course education to ensure a stable and solid teaching quality. Universities can consolidate teaching quality by strengthening process management and increasing the emphasis on curriculum practice. To this end, teachers can use online resources to require students to complete the preview task before the class starts, requiring students to have a general understanding of the taught content and establish a framework. In the course, teachers can use auxiliary teaching software such as "Rain Classroom" and "Learning Pass" to focus on teaching the principles of the course, deepen students' understanding, and assign after-school tasks based on knowledge points. After the course is completed, students can conduct in-depth analysis of the comprehensive evaluation results of students by the school, supervisors, and peers based on completing the tasks assigned by the teacher, and improve the shortcomings. Thirdly, universities should explore diversified teaching methods. Specifically, teachers can track and investigate students' learning status through recording micro lessons, classroom lectures+off class micro lessons, and using information assistance methods such as "Rain Classroom", "Learning Communication", and "Questionnaire Star" to solve difficult feedback problems from students point-to-point. Fourthly, we will continue to promote curriculum and teaching reform, emphasizing students' participation in curriculum and teaching activities. Universities can enhance students' ability to discover, analyze, and solve practical problems through case analysis, debating speeches, practical classes, and competitions to promote learning. In the process of solving practical problems,

they can clarify the required theoretical knowledge and enhance their initiative in learning. For example, for knowledge points that are controversial or where students' habitual thinking does not align with reality, debating speeches can enable students to implement their ideas, proactively discover directional errors in their ideas during the implementation process, adjust their thinking patterns, and derive correct conclusions.

### **3. Conclusion**

The teaching of the course "Financial Management" not only enhances students' mastery of necessary knowledge and skills, cultivates their financial awareness and comprehensive abilities, but also enhances their competitiveness in the financial field, helping them achieve success in their career. Therefore, this article conducts in-depth research on the teaching design and implementation of the course 'Financial Management'. Through case analysis, discussion, and practical activities, it guides students to think about the problems behind financial management and cultivate their comprehensive abilities. Through the teaching design and implementation of the course "Financial Management" in universities, students' financial and risk awareness can be effectively established, and their comprehensive quality and professional abilities can be improved.

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