

Practice and Exploration of Online and Offline Teaching mode of Securities Investment in Private Universities

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Abstract: Based on the problems existing in traditional offline teaching of applied undergraduate securities investment courses in private universities, this article proposes the construction ideas of blended online and offline teaching in private universities, and discusses the practical process of blended teaching mode for applied undergraduate securities investment courses in private universities.

Keywords: Online and offline teaching mode; Securities Investment; Private universities

Introduction

Securities investment is one of the core courses of finance major, which covers the basic theory of securities market, investment strategy, risk management and other aspects of securities market. With the deepening of financial markets, the level of science and technology, learning in the field of securities investment also put forward higher requirements, especially the artificial intelligence, big data and machine learning technology is widely used, securities investment is becoming more and more intelligent and automation, so students need to have the ability to continue learning, in order to keep up with the changes of the market.

1. The main problems of the traditional offline teaching mode

1.1 Lack of personalization, student participation is not high

Traditional offline teaching usually adopts the class teaching system, that is, the teacher teaches uniformly to the whole class. To some extent, this teaching method lacks teaching for to personalized needs and characteristics of students, which may lead to poor learning effect of students. Each student has different learning abilities, interests and background, so their needs for the content and ways of teaching will vary. However, in the class teaching system, teachers usually teach according to a unified teaching plan and content, which makes it difficult for students to learn according to their own needs and interests. In addition, in the class teaching system, teachers mainly focus on the completion of teaching plans, but often ignore the degree of students' mastery and feedback, which will also lead to the poor learning effect of students. And in the class teaching system, the teacher is the leader of teaching, lack of students 'active participation and thinking, because the class teaching system usually have a series of strict teaching schedule requirements, teachers also difficult to address the problem of students to further discussion and explanation, it also limits the depth of the students' participation and learning effect^[1].

1.2 Lack of interactivity and limited teaching resources

In the traditional teaching mode, teachers are the impartors of knowledge, while students are more passive recipients. This one-way teaching method makes it difficult for students to develop their active learning ability, let alone cultivate their innovative thinking and critical thinking ability. In addition, due to the lack of effective teacher-student interaction and student interaction, it is difficult for students to stimulate new thinking and inspiration in the collision of each other, which is not conducive to cultivating their teamwork and communication skills. At the same time, in the field of securities investment, due to the rapid changes of the market, the limitations of the traditional teaching mode are particularly obvious. Students need to master the latest market dynamics and investment knowledge, the traditional teaching mode of teaching resources mainly depends on teachers selected teaching materials and some teaching materials, and these materials often cannot be updated in time, unable to keep up with the change of the market, which makes the

students cannot learn through the course to the forefront of securities investment knowledge, thus limits their vision and knowledge reserves^[2].

1.3 Lack of application of technology, limited by time and space

Traditional offline teaching also lacks the full use of modern technology. Modern technologies, such as the Internet, artificial intelligence and big data, can be widely used in teaching to improve the teaching effect and students' learning experience. However, traditional offline teaching is often not fully utilized by these technologies to give full play to the potential and advantages of these technologies. Moreover, the traditional offline teaching is limited by time and space. Students need to study at the specified time and place, which makes it difficult for them to study according to their personalized needs and learning progress, and they are unable to meet the different needs and learning styles of students.

2. Implementation ideas of blended teaching mode for securities investment courses in private universities

In view of the fact that the traditional offline teaching mode is difficult to fully meet the teaching needs, many universities are actively exploring the mixed online and offline teaching mode. This paper takes the course of "Securities Investment Science" in private application-oriented universities as the research object, and puts forward the following construction ideas:

2.1 Build an online teaching platform and improve the construction of teaching resources

In the process of implementing the online and offline integrated teaching mode, the first link is to build an online teaching platform. At present, many online open learning platforms have been put into use, and the courses on these platforms mainly revolve around the basic knowledge points. However, students in private colleges and universities are often characterized by relatively weak learning foundation and strong personalized needs. Therefore, we need to build their own online teaching platform according to the basic situation of students. At the same time, we also need to strengthen the development and construction of high-quality teaching resources, including online courses, micro-courses, teaching videos, case banks, etc., to meet the learning needs and interests of different students, so as to improve the teaching effect and students' interest in learning.

2.2 Improve the teaching evaluation system and introduce the students' independent evaluation mode

Under the new teaching mode, the improvement of the teaching evaluation system is crucial. The traditional teaching evaluation system often only pays attention to students' grades and scores, but ignores their comprehensive quality and personality development. In order to better adapt to the development of The Times and the needs of education, the introduction of student independent evaluation mode has become a necessary teaching reform measure. Students' independent evaluation mode is a teaching evaluation mode that takes students as the main body and evaluates their own learning process and achievements through self-evaluation and mutual evaluation. This evaluation mode can not only help students to better understand their own learning status and improve their independent learning ability, but also help teachers to better understand students' learning needs and problems, so as to better guide students' learning^[3].

3. Practice of blended teaching mode for securities investment courses in private universities

3.1 Pre-class preparation and online learning

In preparation before class, teachers need to fully understand the teaching objectives and content of securities investment, effectively use Internet resources to collect relevant information and material, these materials into online learning materials, such as PPT, video, audio, etc., and publish to the learning platform, so that students can access and learning anytime and anywhere. In order to strengthen the control of students' learning, teachers also added course tests, testing with learning. This can not only help students understand their own learning progress and mastery degree, but also let teachers timely understand students' learning situation, so as to adjust teaching strategies. Students study independently through preview materials and online teaching videos to understand the basic content and learning objectives of the course, and conduct case studies according to the course content and market information, so as to prepare for offline discussion and learning. In the process of independent learning, students can interact and communicate on the platform at any time, and share their own learning experience and experience. Teachers will also provide students with the necessary guidance and assistance to ensure that students can use these learning resources effectively.

3.2 Exploration and offline discussion in the class

In the inquiry stage of securities investment courses, teachers guide students to master relevant knowledge and skills, and

design offline discussion courses, by fully understanding students' online learning courses. In the discussion class, teachers can use a variety of teaching organization forms, including group discussion, case analysis, practical practice, etc., aiming to stimulate students' interest and enthusiasm in learning, and cultivate their teamwork ability and practical operation ability. In the group discussion, the students exchanged views on the questions and cases raised by the teacher, and solved the problems together with the students according to the group method designated by the teacher. In the case analysis section, the teachers select the real securities market cases and guide the students to analyze and study on the cases with the theoretical knowledge they have learned. At the same time, teachers can invite industry experts to give on-site guidance to provide students with more professional suggestions and inspiration. In the actual combat exercise, students need to use the knowledge and skills to operate in the simulated securities trading market, have a deeper understanding of the operation rules and investment skills of the securities market, and improve their investment ability and risk control ability^[4].

3.3 After-class improvement and self-evaluation

In the after-class improvement stage, teachers assign all kinds of homework and exercises according to the students' actual learning situation and feedback, help students consolidate the knowledge they have learned in class, and guide them to conduct in-depth study and practice. At the same time, the teacher guides students to master the degree of the content of self evaluation, help students to better understand their own learning status, found their own shortcomings, and targeted improvement and improve, and organize the students to exchange and share, broaden the students' vision and train of thought, improve the students' learning ability and comprehensive quality^[5].

4. Epilogue

The continuous development of the information age has brought new challenges and opportunities to college classrooms. As an important discipline, securities investment science naturally also needs to adapt to the development of The Times, and constantly carry out innovation and reform. In recent years, colleges and universities have been committed to exploring new teaching modes, and constantly updating the talent training goals of application-oriented colleges and universities. Teachers need to constantly sum up the experience in teaching practice, actively use various information resources, and carry out multi-level and multi-directional cooperation with social forces, so as to promote the continuous construction and development of the curriculum.

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