

# Exploration on the Teaching Reform of Financial Simulation Comprehensive Practical Training Course Based on the Background of “Mass Entrepreneurship and Innovation”

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**Abstract:** Under the background of the times, all kinds of new technologies are assimilated into the accounting industry. The traditional accounting business is being replaced by “cloud computing”, financial robots, etc., and the accounting industry is in urgent need of change. And since theory and practice are both very important to the financial management major, colleges and universities need to pay more attention to financial simulation comprehensive practical training courses, which helps students to cultivate their innovative consciousness, entrepreneurial spirit and entrepreneurial competence. Meanwhile this course assist students to improve their professional ability and professional quality, enhancing their comprehensive competitiveness at the same time. Under the background of “mass entrepreneurship and innovation”, this paper puts forward several analyses on the teaching reform of financial simulation comprehensive training courses of financial management major on campus, hoping to promote the success of teaching reform and provide reference for colleges and universities.

**Keywords:** Innovation and entrepreneurship; Financial management major; Financial simulation comprehensive training courses; Teaching strategy

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## 1. The significance of the teaching reform of financial simulation comprehensive training courses based on the background of “mass entrepreneurship and innovation”

### 1.1 Optimize the teaching quality

In the past, the content of financial management training courses was simple, and the training base constructed incompletely, at the same time the training courses are usually arranged in one or two weeks before the holiday so that the effect of training was insignificant. The teaching reform of financial simulation comprehensive training courses based on the background of “mass entrepreneurship and innovation” intend to solve such problems above, so that students can truly improve their practical skills in the practical training courses, the reform class will also be more attractive to students.

### 1.2 Meet the needs of social talents

Carry out the teaching reform of financial simulation in financial management, achieve accounting computerization which can develop students’ practical skills, make students better understand the organizational form of the enterprise, the enterprise accounting work flow, manual accounting processing and electronic accounting process during the process of simulation training. Apply the knowledge of the preparation of financial statements, cashier business and reimbursement business which learned theoretically in the simulation training course, achieve the organic and three-dimensional combination of curriculum and practice.

The dilemma faced by the teaching reform of financial simulation comprehensive training courses based on the background of “mass entrepreneurship and innovation”

## **2.1 Deficiencies in the curriculum system construction**

At present in many colleges and universities, there are still some unreasonable aspects in the arrangement of accounting training courses. First of all, practical training courses practice the knowledge from theoretical study, so theoretical courses are the basis of practical training courses, but the teaching arrangement is unreasonable in theoretical classes. For instance, some students who have taken the primary accounting certificate actually have no need to learn primary accounting practice courses and basic economic law courses, which makes them despise this course psychologically. Secondly, many schools have used the same content for many years with no innovation, some training content has been out of date, it's insignificant for students to practice widely, and the students may copy the previous answers, which can not reach a ideal training effect.

## **2.2 Insufficient construction of the practical training base**

The construction of the training base also plays an important part in optimizing the training effect. However, at present, most universities still put their computer classroom into the main position of training. By allowing students to conduct software operation in simulating the business accounting, the functions are so single that they are not organically connected with the actual development of the accounting industry. This kind of simple software operation simulation can't reach the "qualitative improvement" of students' practical ability, nor is it in line with the development trend of multi-level and multi-field integration of the accounting industry. The school can consider integrating with the 1 + X vocational skills certificate system, cooperate with enterprises to strengthen resource integration, and build a suitable training base and training projects for students.

## **3. Teaching reform strategy of financial simulation comprehensive training course based on the background of "mass entrepreneurship and innovation"**

### **3.1 Improve the quality of the teachers' team**

As the central character of teaching, improving teachers' quality is often conducive to the leap improvement of teaching quality. At present, many teachers have been out of labor teaching for a long time, do not understand the latest trend of the development of accounting industry, or for the thoughts brought to development of the industry is so outdated and plain, they give priority to previous experience, using traditional teaching methods, designing traditional training content, which can not cultivate students' learning enthusiasm and promote learning effect. Therefore, the school should pay attention to the management of the teachers' team. In order to cultivate students with innovation conscious and entrepreneurial ability, it's a must to start with teachers, because when teachers firstly have innovative conscious and entrepreneurial spirit, so they can pass these spirits to students during the teaching process, and permeate this idea into the teaching content.

### **3.2 Optimize the curriculum system construction**

To optimize the course system, we first need to investigate the development trend of the industry, the relevant personnel should summarize multiple data to analyze the flowing trends, understand the latest science and technology in the financial and accounting industry, so as to formulate the appropriate training course training goals, and then select the appropriate training projects combined with the theoretical course teaching practice. For example, AI tech is combined closely with financing and accounting industry today, so during the training, teachers need to teach students how to handle some core work by using computer, as to the record of credit and debit, computing and filling jobs mastered by financial robot.

### **3.3 Strengthen school-enterprise integration**

The essence of strengthening school-enterprise integration is the integration of industry and education, allowing the industry to take the lead in teaching. In the process of cooperation between schools and enterprises, students will have more opportunities to have practical contact with the development of the financial and accounting industry, so that learning is no longer limited to the classroom, so that students are graduating later, it can be more quickly integrated into the industry. The traditional school-enterprise integration has the problems of small scale, low level, short duration, and little effect. The school should strive to break this situation. It can consider building a training base with off-campus companies to implement joint training of students from the beginning. The idea of promoting the apprenticeship system allows students to have a professional tutor in the school and a practical tutor in the company to realize the "double teacher in a lifetime", making the training more targeted.

### **3.4 Innovative academic assessment mechanism**

The assessment mechanism of academic performance is also a very important part of improving students' innovation and entrepreneurship capabilities. The previous training assessments were based on the students' performance in completing software operations and the students' training reports. Teachers can reform the assessment methods and attach importance to students'

training. The ability to cooperate with others, the ability to solve problems independently, the ability to discover new problems, etc., demonstrated in the process, transform the assessment from the past result assessment to the whole process assessment, and the standard is more inclined to examine the innovative thinking and innovative ability of students To guide students.

#### 4. Concluding remarks

To sum up, what the current society needs is financial and accounting talents with innovative consciousness, entrepreneurial spirit and entrepreneurial ability. As the transportation place of financial and accounting talents, colleges and universities must first carry out reforms. To improve the effectiveness of training courses in colleges and universities, it is necessary to carry out reforms in many aspects, such as building a “dual-professional” teacher team, optimizing the construction of the curriculum system, strengthening school-enterprise integration, and innovating the academic evaluation mechanism.

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