

Comprehensive Evaluation of the Adaptability of the Financial Management Course Mixed Teaching Mode to the Talent Cultivation System Based on AHP

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Abstract: Nowadays, all schools have actively carried out online teaching and the online and offline mixed teaching mode has become one of the new reform directions. Based on the analytic hierarchy process(AHP), this paper attempts to explore the applicability of the mixed teaching mode of financial management courses to the talent cultivation system. Firstly, this paper constructs the influencing factors of talent cultivation system, and then investigates and studies the undergraduate colleges and universities in Guangzhou.

Keywords: Talent cultivation system; AHP; Mixed teaching mode; Financial Management course

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The online and offline blended teaching mode has become one of the new reform directions of teaching in Post-pandemic Era. However, at present, the high technical threshold of online teaching, the inadaptation of teachers and students, and the difficulty of controlling the teaching quality have affected the teaching effect. It is necessary to explore the influence of mixed teaching mode on teaching objectives.

1. Research method

Through this study employs some experts on the index factors of nine points a score, the experts to constitute the specific is as follows: the group a total of 15 people, including nine people from universities, six people are working in the enterprise, the first line of graduates personnel distribution is reasonable, so the composition is helpful to obtain objective and scientific analysis results^[1].

2. Result analysis

2.1 Data analysis

In this study, we choose some universities in Guangzhou as the application case. The case aims to evaluate the adaptability of the Financial Management course mixed teaching mode to the talent cultivation system. A simple three-level hierarchical structure is first constructed. Of course, initially determining the number of levels and variables is a research problem. The highest level of the hierarchy is the overall goal: to construct an evaluation structure for the adaptability with weights corresponding to criteria.

Under the overall goal, the second level represents the criteria (i.e., factors) affecting the adaptability, including training objective, curriculum setting, teaching management, and discipline competition. Various sets of attributes associated with each factor in the second level are linked to the third level^[2].

There are 8 attributes in total in the third level. The training objective factor consists of two attributes (objective of talents training and personnel training mode). The curriculum setting factor is subdivided into two attributes (integrating degree of fit of teaching content to social needs and integrating degree of teaching teacher ability). The teaching management factor is made of two attributes

(teaching management and practice teaching management). Finally, the discipline competition factor includes two attributes (campus activities and Off-campus competitions)^[3].

The nine-point scoring results of the first-level indicators given by experts are counted, and the average scores of B1 (training objectives), B2 (curriculum setting), B3 (teaching management) and B4 (discipline competition) are solved^[4].

Table 1. Statistical table of experts' scores on first-level indicators

Index	B1	B2	B3	B4
Average	1.788994	1.294588	0.908	0.768919

Table 2. Results of AHP hierarchy analysis

Index	1	2	3	4	5	6	7	8	Eigenvector	Weighted Value	Global Weight	Ranking	the Largest Eigenvalue	CI
1	1	0.5419	0.3889	0.549	0.5	0.56	0.7241	0.4603	0.5678	0.0664	0.0664	8	8.3716	0.0531
2	1.8452	1	0.5015	0.4641	0.4242	0.4118	0.7279	0.4553	0.6301	0.0737	0.0737	7		
3	2.5714	1.994	1	0.448	0.3684	0.5185	0.7706	0.5153	0.8038	0.094	0.094	6		
4	1.8214	2.1548	2.2321	1	0.53	0.6625	1.0487	0.5266	1.0685	0.125	0.125	5		
5	2	2.3571	2.7143	1.8869	1	0.7467	1.0422	0.4528	1.3069	0.1529	0.1529	2		
6	1.7857	2.4286	1.9286	1.5095	1.3393	1	0.6965	0.5367	1.2592	0.1473	0.1473	3		
7	1.381	1.3738	1.2976	0.9536	0.9595	1.4357	1	0.56	1.0771	0.126	0.126	4		
8	2.1726	2.1964	1.9405	1.8988	2.2083	1.8631	1.7857	1	1.8361	0.2148	0.2148	1		

According to Table 3, it is shown that the results have a satisfactory consistency.

Table 3. Results of consistency test

the Largest Eigenvalue	CI	RI	CR	Results
8.3716	0.0531	1.404	0.0378	Accepted

2.2 Result analysis

The attributes of suitability of off-campus competitions (0.2148), Theory education management(0.15429) and Practice teaching management (0.1473) show the highest importance with respect to each factor . By looking at the global weights in table 4, in contrast, the attributes of objective of talents training (0.0664), personnel training mode (0.0737), and integrating degree of fit of teaching content to social needs (0.094) are the bottom three rankings^[5].

The results show that the weights of the eight secondary index factors are quite different.Application-oriented universities pay more attention to the experience of competition, and pay attention to the theoretical and practical teaching. This is in line with its school policy and talent cultivation direction.

3. Summary

(1) Graduates are less satisfied with the online and offline blended teaching mode, and they pay more attention to the influence of teaching on the competition during school^[6].

(2) Different identities have different attention to teaching. Students pay more attention to the development of online teaching content on themselves, while teachers see that the logic behind students' development lies in high-level teaching mode reform, and expect the positive impact of new teaching mode on students, teachers themselves and the school.

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