

The Exploration on Practical Teaching Reform of Finance and Trade Major in Higher Vocational Colleges Driven by "Big Wisdom Moving Cloud"

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Abstract: Driven by "big wisdom moving cloud", the industrial structure system faces upgrading and restructuring. The development of the new economy changes the demand for finance and trade professionals, and there are also new requirements for the training of finance and trade professionals in higher vocational colleges. Therefore, higher vocational colleges should actively follow the development trend of the time and explore the reform path of practical teaching of finance and trade majors. This paper starts from the current situation of the talent training of finance and trade majors in higher vocational colleges in the era of "big wisdom moving cloud", and puts forward the path of practical teaching reform for reference.

Keywords: Big Wisdom Moving Cloud; Higher Vocational Colleges; Finance and Trade; Practical Teaching; Reform

1. Introduction

"Big wisdom moving cloud" is the general term of modern information technology, which involves a wide range of fields ^[1]. The development and integration of new technologies will inevitably change the industrial structure system, accelerate the transformation of production mode, and drive economic development. In this case, the demand for financial and trade professionals is also increasing ^[2]. As an important part of higher vocational specialties, financial and trade majors should firmly grasp the trend of the time and increase practical teaching reform, to cultivate more professional and technical talents needed by the society.

2. The Current Situation of Financial and Trade Professional Talent Training in Higher Vocational Colleges in the Era of "Big Wisdom Moving Cloud"

According to the survey, there are the following problems in the training of financial and trade professionals in higher vocational colleges in the era of "great wisdom moving cloud":

leadership management lacks scientific positioning. Under the "big wisdom moving cloud", the training of financial and trade professionals in higher vocational colleges is not a simple task of professional education and teaching, but covers multidisciplinary knowledge. Through the investigation, it is known that the leadership management of higher vocational colleges have not repositioned the talent training of financial and trade majors in higher vocational colleges to the level of multidisciplinary integration, nor have they made systematic planning from the overall perspective. The lag of ideological understanding leads to the untimely action. If the talent training of financial and trade majors in higher vocational colleges cannot break away from the shackling of traditional ideological modes, it is inevitable that the influence of the big wisdom moving the cloud on education and teaching cannot be accurately understood, and the effect of education and teaching cannot be guaranteed.

3. Practical Teaching Reform Path of Finance and Trade Major in Higher Vocational Colleges Driven by "Big Wisdom Moving Cloud"

3.1 Update the Training Target of Practical Teaching Talents under "Big Wisdom Moving Cloud"

With the development of society and the progress of science and technology, the demand for talents in various industries is also changing at a high speed. Only by actively adapting to the requirements of the industry and carrying out innovation can they adapt to the new environment and new development. In the era of "big wisdom moving cloud", the training objectives of financial and trade professionals in higher vocational colleges are as follows: First, a modern financial professional group. Under the background of new economy, finance, and trade, professional students, in addition to the master basic knowledge of accounting, finance, and so on, familiar

with the operation mode of the new forms, should notice more interdisciplinary integration development, understand and consciously abide by the relevant laws and regulations, with the ability to use modern technology and platform tools to complete relevant practical tasks. At the same time, they should also have the ability to effectively apply big data for management and decision-making, and become high-quality technical talents. Second, smart business special group. In the "big wisdom moving cloud" environment, the business operation mode has changed a lot. No matter the operation tool or the market environment, practitioners are required to effectively use the network tool with network market research, business operation, promotion, and other aspects of knowledge and skills. In addition, new management ideas and higher service requirements have been put forward in various fields such as e-commerce and logistics under the new environment, to cultivate high-quality technical talents with international vision. The training objectives of practical teaching talents under "big wisdom moving Cloud" are shown in Table 1.

Table 1 Cultivation objectives of Finance and trade students.

Ability dimension	Main index
Professional ability	Financial accounting ability, basic ability of financial management, basic ability of operation management
Professional skill Ability	Accounting practice processing ability, securities investment analysis ability, project evaluation and analysis ability
Comprehensive vocational ability	Financial cultural foundation, financial humanistic quality, financial professional ethics, financial professional ability

3.2 Optimize the Construction of Practical Teaching Teachers

Practice teaching does not always adopt the traditional teacher-centered teaching mode, but should be student-centered and pay attention to the cultivation of students' learning abilities. In order to realize this change, it is inevitable to need the guidance and education of teachers. Therefore, higher vocational colleges should optimize the construction of a practical teaching teams. A series of activities such as training and further study and teaching seminars can be organized regularly. Activities should be carried out to improve teachers' information-based teaching ability and ensure the teaching effect. At the same time, the application of "Big wisdom moving cloud" technology has further narrowed the distance between teachers and students, so that teachers and students can communicate efficiently. Even in different regions, face-to-face communication is also possible, which enables teachers, especially enterprises, to better get to know students, understand students, and answer questions for students.

4. Results of Teaching Reform

4.1 Research Objects

Taking 300 students majoring in finance and trade from three representative higher vocational colleges in our city as the research object. All students participated in the practical learning of finance and trade major, among which 150 students did not carry out teaching reform (control group) and 150 students carried out teaching innovation reform (study group). Among all students, 141 were male and 159 were female, aged 18-22 years old, with an average age of (20.1±2.64) years old. Among them, 121 were freshmen, 109 were sophomores, and 50 were juniors. The research objects were selected through a sampling survey, and there was no significant difference in the basic information between the two groups of students, P > 0.05.

4.2 Research Methods

With the textbook knowledge of finance and trade major as the assessment outline, the students' theoretical knowledge of finance and trade course was tested by examination. The total score of the examination was 100. The higher the score was, the better the students' theoretical knowledge was. The practical skills of finance and trade major were taken as the examination outline, and the results of practical skills in finance and trade courses were tested by means of skill operation. The total score of the examination was still 100. The higher the score was, the stronger the practical ability of the students was. SPSS24.0 statistical software was used to analyze the student achievement data. The student achievement data were expressed as ($\bar{X} \pm s$) and tested with t value. The P value of the test results was compared. If the P value was less than 0.05, it was statistically significant.

4.3 Research Results

4.3.1 Theoretical Knowledge Achievement

The theoretical knowledge scores of students in the control group without financial and trade teaching reform were lower than those in the study group, with statistically significant differences ($P < 0.05$), indicating that students' theoretical knowledge level of professional courses could be significantly improved after teaching reform (see Table 3).

Table 3 The comparison of theoretical knowledge achievement ($\bar{X} \pm s$, points).

Group	Value(n)	Theoretical knowledge achievement
Study	150	89.5±4.23
Control	150	79.5±5.63
T value	/	17.3919
P value	/	0.0000

4.3.2 Achievement of Practical Skills

Compared with the control group, there was a significant difference in the results of practical skills. Students in the study group had better practical skills ($P < 0.05$), indicating that the teaching reform could significantly improve students' practical skills in financial and trade courses, as shown in Table 4.

Table 4 Practical skill scores of the two groups ($\bar{X} \pm s$, points)

Group	Value(n)	Practical skill achievement
Study	150	88.4±5.17
Control	150	65.3±5.13
T value	/	38.8447
P value	/	0.0000

5. Conclusion

To sum up, under the background of "financial cloud platform", the practical teaching of finance and trade majors in higher vocational colleges should keep up with the trend of social development, systematically analyze the connotations and characteristics of the big wisdom moving cloud and its influence on its own education and teaching work, change the new ideas, and update the talent training target of the practice teaching under the "big wisdom moving cloud"; To ensure the diversification of practical teaching content and configuration, to innovate practical teaching methods and means, and to optimize the construction of practical teaching teachers can better achieve the goal of education and teaching reform.

References

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