

Analysis of Ideological and Political Construction Strategies for Financial Engineering Majors in Universities

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Abstract: Currently, with the proposal and implementation of curriculum ideological and political construction, the educational role of curriculum ideological and political construction in higher education is becoming increasingly important. The implementation of ideological and political courses in financial engineering in universities can not only effectively optimize the curriculum education mode, but also form a collaborative education situation of knowledge teaching, value guidance, and ability cultivation, thereby improving the effectiveness of financial engineering education. This article analyzes the ideological and political construction strategies of financial engineering courses in universities for reference.

Keywords: Universities; Financial Engineering major; Course ideological and political education; Construction; strategy

I. The Value and Connotation of Ideological and Political Construction in the Course of Financial Engineering in Universities

1. Helping students better cope with the challenging employment situation

At present, the employment situation of college graduates in China is not optimistic, and there is a serious imbalance between the quantity and structure. Many enterprises have also taken measures to reduce costs and lay off employees. So, many students cannot find their ideal jobs after graduation. In order to have a better job, more and more students are choosing to take the civil service exam. From the perspective of the unsatisfactory employment situation of college students, they generally have the following characteristics: failure to fully improve their various abilities during their school years, failure to formulate reasonable career plans, lack of clear understanding of the employment situation, resulting in high failure and low failure. In the construction of ideological and political education courses in the field of financial engineering, teachers will consciously provide guidance on information integration, planning, and other aspects, so that students can comprehensively develop their social and economic development and talent needs. Teachers will also actively integrate professional qualities into their teaching, cultivating students into high-quality applied talents who can meet the needs of economic development, and promoting them to better cope with the severe employment situation.

2. Beneficial for enhancing students' comprehensive abilities

Students majoring in financial engineering in universities should not only possess professional abilities, but also have strong social adaptability, innovative consciousness, and critical consciousness, which can better provide assistance for regional economic development. From a social perspective, most students majoring in financial engineering will work in the financial field after graduation, inevitably encountering money. However, curriculum construction can help them establish a correct view of money, enhance their legal awareness and moral bottom line, and prevent them from taking the wrong path. From the perspective of individual development, "reading dead books" is no longer sufficient to meet the current social situation. If students want to be in an advantageous position in the increasingly fierce talent competition, they need to consciously combine their professional knowledge and abilities with work needs, continuously absorb cutting-edge knowledge and content to enrich and improve themselves, and lay a solid foundation for the improvement of comprehensive literacy.

3. Beneficial for guiding students to establish correct learning concepts

The theoretical knowledge learned in school is limited after all. If students can realize the importance of learning for their own development from the bottom of their hearts and find scientific ways to learn, they will gain a lot. However, due to the strong theoretical nature and difficulty of financial engineering knowledge, and the fact that teachers only explain theoretical knowledge, they may feel bored and even have resistance to the teaching content. Teachers actively carry out ideological and political education in the curriculum, which can, on the one hand, help students change their past learning mentality of taking exams and rushing, actively explore the beneficial content in their profession for their own development, and make self-improvement and self-improvement the main development goal, forming a positive and upward learning attitude. In addition, the integration of ideological and political education elements in the curriculum can make the teaching of financial engineering majors interesting, fully mobilize students' exploration enthusiasm, and enable them to establish a correct learning perspective, thereby better improving their learning effectiveness.

II. The Shortcomings in the Ideological and Political Construction of Financial Engineering Courses in Universities

1. The top-level design is not perfect enough

The implementation of ideological and political courses in the field of financial engineering aims to build a comprehensive ideological and political teaching system that promotes the coordinated development of ideological and political education, general education, and professional education. This requires universities to develop comprehensive top-level designs and plans. However, from a practical

perspective, although universities have formulated corresponding plans, most of them lack completeness, resulting in the construction of ideological and political courses only for the purpose of construction. In addition, the construction of ideological and political education in financial engineering courses is only a sub project of financial majors and has not been fully integrated, which indirectly leads to slow or low-quality ideological and political education courses.

2. Insufficient exploration of ideological and political elements

The in-depth exploration of ideological and political elements in the field of financial engineering is the starting point for promoting the construction of ideological and political education in the curriculum. However, due to factors such as teaching time, teaching content, and course nature, the exploration of ideological and political elements is not sufficient. Taking Western economics as an example, although this course contains rich ideological and political elements, due to the complex knowledge structure, it is difficult to deeply explore these ideological and political elements. In addition, in the field of financial engineering, most courses are composed of quantitative finance such as mathematical analysis and model deduction, making it difficult to find breakthroughs in exploring ideological and political elements.

III. Strategies for Ideological and Political Construction of Financial Engineering Courses in Universities

1. Strengthen top-level design to ensure that ideological and political education runs throughout the curriculum

The financial engineering major not only has strong systematicity, but also includes courses with certain depth and difficulty. Therefore, in order to ensure that the ideological and political education curriculum achieves the expected construction goals in the financial engineering major and runs through education, universities should strengthen top-level design. Firstly, on the basis of highlighting the teaching content of the subject, ideological and political education should be integrated into the design and optimization of the teaching system. Secondly, when setting course objectives, it is important to ensure that ideological and political education elements are reflected. In this way, by clarifying the teaching plan and objectives, students can develop a correct understanding of the ideological and political construction of financial engineering courses, and establish a correct worldview and outlook on life. In addition, due to the complexity, progressiveness, adaptability and comprehensiveness of financial derivatives, students are also required to have the corresponding innovation awareness and ability to continuously promote the in-depth development of the financial engineering industry, in which process students can also achieve self-worth. In addition, when formulating evaluation indicators for financial engineering majors, it is necessary to ensure that course ideological and political education can be integrated into the entire process of teaching evaluation. A sound evaluation system and diverse evaluation methods are the main ways to promote the development of ideological and political education in courses. Changes in evaluation methods and indicators will further promote innovative evaluation methods and indicators for courses, integrating goals such as ideological and political education and knowledge education into teaching evaluation. When establishing a diversified curriculum evaluation system, ideological and political elements such as morality, basic literacy, and seriousness should also be used as evaluation indicators to accurately evaluate various performances in knowledge teaching and practice, and scientifically grasp and evaluate students' mastery of basic knowledge, application of professional knowledge, expression skills, operational skills, and professional literacy in the macro field to make accurate evaluations and assessments.

2. Exploring diversified teaching methods and promoting the construction of ideological and political education in the curriculum

In the teaching of financial engineering, teachers should adopt diverse teaching methods, efficiently integrate ideological and political elements into the curriculum teaching, fully reflect the explicit and implicit education of ideological and political education in the curriculum, and help improve the effectiveness of financial engineering teaching. For example, by adopting a situational teaching approach, the content of patriotism and other aspects in the ideological and political education of financial engineering courses can be vividly and intuitively displayed. Under the emotional impact, it can trigger strong emotional resonance among students and provide them with correct life guidance. Alternatively, an immersive teaching approach can be adopted to showcase the professional qualities and other aspects of ideological and political education in financial engineering courses through role-playing, enabling students to acquire corresponding professional qualities through firsthand experiences. Alternatively, experiential teaching methods can be adopted to allow students to experience firsthand how China's fiscal policies are implemented in financial engineering work through vivid financial practices, in order to enhance their understanding of ideological and political education in the curriculum.

3. Deeply explore ideological and political elements, enrich course teaching content

To better integrate the financial engineering major with ideological and political education in the curriculum, while implementing ideological and political education in the curriculum, teachers should conduct in-depth exploration of the ideological and political elements contained in the teaching of the financial engineering major. For example, when teaching the application of forward and futures, teachers can deeply explore the risk awareness and ideological elements contained in it, and use CITIC Pacific Futures Investment Failure as a case to infiltrate ideological and political elements into students. In the financial market, when investors face financial risks, they can use financial products such as forwards and futures to avoid risks, and investors can also use these financial tools to minimize risks and achieve hedging. However, the buying and selling of foreign exchange futures and foreign exchange futures cannot guarantee that investors can completely avoid market price risks and thus make profits. Taking futures as an example, if operated well, risks can be avoided, but if operated improperly, investors will suffer huge losses. So, teachers can use some examples to illustrate how to use forwards and futures correctly, thereby helping students establish correct risk awareness and enhancing their professional competence.

4. Emphasis on optimizing practical teaching and internalizing ideological and political education in courses

Firstly, carry out various forms of practical activities. In actual teaching, teachers should propose targeted, practical, and operational practical plans based on the actual situation of students, or optimize practical teaching through the curriculum outline, so that students can apply the theoretical knowledge they have learned to practical work. For example, internships in finance, securities investment, and enterprise resource management planning can all enhance students' professional competence, professional knowledge, and skills in practical applications. In addition, teachers can also organize students to study at various financial engineering symposiums, financial summits, etc. They can also go deep into the community, provide financial consulting services to community residents, participate in community development discussions, participate in knowledge competitions on current affairs and economic and social development, and provide a certain degree of intelligent support for community development, thereby improving students' participation in social practice and enhancing their sense of social responsibility. In addition, in the teaching of financial engineering majors, teachers can lead students to go deep into rural areas, care about rural financial development, and cultivate high-quality financial engineering talents for the comprehensive promotion of rural revitalization. At the same time, students can also develop their ability to think independently from the perspectives of historical reality, economic and social development, serving the people, and realizing personal values. At the same time, universities can also use the school enterprise cooperation practice base to jointly establish financial training classrooms with enterprise guidance teachers. In this classroom, students can have a deeper understanding of corporate culture, corporate party building, and high-quality development of enterprises. At the same time, they can also experience the sense of social responsibility and mission they should shoulder.

5. Strengthening the construction of the teaching staff and enhancing the ideological and political abilities of teachers in the curriculum

Firstly, teachers should enhance their moral literacy. Teachers bear the important responsibility of imparting knowledge and educating people. What they need to do is not only to impart knowledge, but also to have corresponding educational responsibilities, leading students to grow into high-quality talents with both knowledge and morality. Therefore, universities should recognize the importance of strengthening the moral cultivation and professional competence of teachers, and adopt corresponding training strategies to improve their professional competence, promote them to become excellent preaching and problem-solving practitioners, and regard the knowledge, skills, and moral education of students as their high-level spiritual needs. Secondly, teachers should establish the concept of lifelong learning and actively enhance their ideological and political abilities. Teachers should actively participate in lectures, research and training on Marxist theoretical knowledge, or use the Internet to participate in various courses' ideological and political forums. In this way, teachers can not only master the corresponding ideological and political knowledge, but also improve their ideological and political education ability, thereby effectively improving the quality of ideological and political construction of the curriculum.

Summary:

In summary, conducting ideological and political education courses in financial engineering majors in universities is beneficial for the long-term development of students. Teachers can try to start from the following aspects: strengthening top-level design to ensure that ideological and political education runs through the curriculum; Explore diversified teaching methods and promote the construction of ideological and political education in the curriculum; Deeply explore ideological and political elements, enrich course teaching content; Pay attention to optimizing practical teaching and internalizing ideological and political education in courses; Strengthening the construction of the teaching staff and enhancing the ideological and political abilities of teachers in the curriculum can not only stimulate students' interest in learning, but also cultivate them into the new talents needed by society.

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