

Research on the efficient classroom practice of information technology teaching for finance and Economics Majors in Secondary Vocational Schools

Jianguo Sun

Shenyang Modern Manufacturing Services School, Shenyang, Liaoning, 110148

Abstract: information technology teaching is one of the important achievements in the process of exploring diversified teaching in secondary vocational schools. Its application in finance and economics majors can transform abstract financial professional knowledge into concrete and intuitive content, and has a positive impact on improving the quality of talent training. However, as far as the current classroom teaching efficiency of Finance and economics majors is concerned, teachers need to further optimize the work, make full use of the role of information-based teaching methods in the efficient aggregation of professional knowledge, and fully mobilize the enthusiasm and autonomy of students' thinking. Based on this, this paper explores the practical strategies of information-based teaching for finance and Economics Majors in secondary vocational schools, hoping to give full play to the advantages of information-based teaching methods and improve the teaching quality of Finance and Economics Majors in the process of building an efficient classroom.

Key words: Secondary Vocational finance major; Information teaching; Efficient classroom; Practice strategy

In the process of explaining professional knowledge, the teachers of Finance and economics major in secondary vocational schools need to integrate the professional terms of Finance and economics into specific situations, so as to help secondary vocational students understand the meaning and reduce the learning difficulty of students. In this regard, teachers can actively use information-based teaching methods, fully analyze the learning situation and teaching objectives, design teaching strategies in a scientific way, create efficient classes around improving students' professional skills and professional quality, and help students master the theoretical content of Finance and Economics Majors in class time. Therefore, it is of great practical significance to explore the construction strategy of information-based teaching efficient classroom for finance and Economics Majors in secondary vocational schools, which can promote the improvement of classroom teaching quality.

1 Analysis of problems in finance and Economics Teaching in Secondary Vocational Schools

1.1 According to the 1+x standard, the curriculum still needs further improvement

In the process of carrying out the teaching of Finance and economics in secondary vocational schools, it is necessary to adjust the curriculum setting with the goal of cultivating skilled talents to meet the needs of industrial enterprises and social and economic development, and apply this goal throughout the whole talent training program, so that students' theoretical knowledge and practical ability can be matched, so as to highlight the advantages of talent training in secondary vocational schools. However, looking at the current teaching situation of Finance and Economics Majors in secondary vocational schools, we can find that most of the professional courses are unreasonable, especially under the standard of 1+x certificate system, many schools have not actively optimized and adjusted the course content according to the changes of the new curriculum standard and enterprise standard. At the same time, many secondary vocational students also gave feedback on the problems existing in the curriculum, fully reflecting their learning and growth needs. At present, the curriculum of Finance and economics majors mainly focuses on the improvement of theoretical knowledge, ignoring the cultivation and improvement of students' practical ability and skill level, which is one of the problems existing in the teaching of this major.

1.2 Benchmarking smart learning environment, traditional classroom teaching methods are single

The teaching of Finance and economics needs to be closely combined with the actual situation of social and economic development. This determines that in the process of teaching work, teachers need to effectively combine theory with practice, and focus on cultivating students' practical ability in daily teaching. In order to achieve this teaching purpose, it is an inevitable choice to innovate teaching methods and create a smart learning environment by using advanced information technology. On this basis, teachers can fully stimulate students' interest in learning, so that they can show high enthusiasm and initiative in classroom teaching and practice. However, at this stage, there are still some professional teachers who adopt a single teaching mode in both theoretical teaching and practical training. Although some teachers focus on building a smart learning environment, they only stay in a single micro class teaching mode or flipped classroom teaching mode, making professional classroom teaching enter a new single teaching mode. In a word, under the information-based teaching mode, a single teaching method is not conducive to the construction of efficient classroom, and teachers of Finance and economics need to pay enough attention to it.

1.3 According to the basic standard of "double qualified" teachers, there is a serious shortage of double qualified professional course teachers

In 2022, the Ministry of Education issued the basic standard for "double qualified" teachers in vocational education, which puts forward higher requirements for teachers and students in vocational schools at all levels, and requires them to develop in the direction of compound talents. This puts forward higher requirements for teachers' comprehensive ability, which requires teachers not only to have solid professional theoretical knowledge, but also to have excellent practical operation ability, which is also one of the important reasons for secondary vocational schools to actively build a team of double qualified teachers. However, according to the basic standards of "double qualified" teachers, it is not difficult to find that the quality and quantity of double qualified teachers at this stage are difficult to meet the actual needs. At the same time, the teachers employed by the school often have strong theoretical knowledge literacy, but are not good at cultivating students' practical ability. Therefore, at this stage, the shortage of double qualified professional course teachers is serious, which is one of the important factors affecting the construction of information-based teaching efficient classroom.

2 Construction strategy of information technology teaching efficient classroom for finance and Economics Majors in Secondary Vocational Schools

2.1 Based on textbooks and student oriented analysis of textbook content

The analysis of teaching materials can help students learn relevant professional knowledge quickly and efficiently, and has a positive role in promoting the formation and improvement of their professional ability. In this link, teachers can use information-based teaching methods to do a good job of pre class introduction in the form of micro class, so that secondary vocational students can use micro class learning materials including pictures, words, videos and other contents to achieve efficient preview and lay a good foundation for classroom teaching. At the same time, in the micro class, teachers can also guide students to independently collect relevant professional knowledge and provide valuable references for classroom discussion.

For example, when learning related concepts, teachers need to explain many abstract theories to students. If only relying on Teachers' oral description or professional elaboration of teaching materials, it will bring great learning pressure to students, which is not conducive to stimulating students' interest in learning. Therefore, teachers can design this part of the content into a learning guidance teaching plan in the form of micro lesson video to help students have an in-depth understanding of these basic concepts in the preview process. Under this premise, classroom teaching can be carried out in the efficient and high-quality communication and interaction between teachers and students. Therefore, in the process of using the information-based teaching mode to build an efficient classroom, professional course teachers can give full play to the advantages of the micro class teaching mode, guide students to understand abstract concepts, explain with actual financial cases and vivid video content, mobilize students' enthusiasm for learning, and achieve the purpose of building an efficient classroom.

2.2 Scientifically analyze the learning situation and clarify the students' learning objectives

The finance and economics courses in secondary vocational schools have their own unique characteristics, which can enable students to realize their personal value in the corresponding fields. However, many secondary vocational students do not have a thorough understanding of their majors, which leads to their lack of clear learning goals and makes it more difficult to make career planning according to the actual situation, which has a negative impact on the construction of efficient classroom. In this regard, professional course teachers need to analyze the learning situation according to the actual situation, so that students can have confidence in their major, and then clarify their learning objectives and actively participate in classroom teaching. At the same time, teachers also need to use information-based teaching methods to integrate the professional ethics and professionalism required in the field of Finance and economics into classroom teaching, so that students can be deeply aware of the important impact of learning content on their personal development at this stage.

Taking the course of primary accounting practice as an example, teachers need to do a good job of learning situation analysis at the beginning of teaching, guide students to accurately position the course, and help students thoroughly understand the impact of the course on their personal development from an objective and clear perspective. In order to achieve this goal, teachers can use information-based teaching equipment to introduce current political news, changes in tax rates and preferential policies, the status and trends of social, economic and technological development, and advanced individual cases of outstanding contributions into the teaching plan to help students determine the importance of the course. Taking this as the premise to carry out the teaching of various courses, based on stimulating students' autonomous consciousness, is conducive to strengthening students' consciousness in learning, and has a positive role in promoting the construction of efficient classroom.

2.3 Setting teaching objectives and selecting appropriate teaching methods

In the context of building an efficient classroom, professional teachers need to focus on the teaching content related to professional knowledge in the process of applying information-based teaching methods, so as to avoid integrating too many unnecessary teaching

contents and reduce the efficiency of classroom teaching. This requires teachers to clarify teaching objectives, stimulate secondary vocational students' interest in learning through diversified teaching methods, enable students to quickly integrate into the classroom teaching atmosphere, and improve the efficiency of classroom teaching.

In actual teaching, teachers can effectively combine professional practical cases with theoretical knowledge by using information-based teaching system and application software, and then integrate practical teaching content into the classroom, appropriately build rich financial work scenarios by using information-based teaching methods, so that students can gradually explore in-depth professional content in the communication and interaction between each other. In addition, teachers can also give full play to the advantages of informatization, enable students to practice online, understand the relevant content of skills competition, transfer the theoretical knowledge in the classroom to the actual use scenario, activate the internal motivation of students' learning, and realize the construction of efficient classroom with the goal of cultivating their professional skills and general ability.

2.4 Rethinking the evaluation mode and breaking through the difficulties of professional teaching

Teaching reflection and teaching evaluation system are the key links to ensure the quality of classroom teaching. Therefore, in the process of constructing an efficient classroom for information-based teaching, teachers need to pay attention to teaching reflection and objectively evaluate students' classroom learning. In this regard, teachers of Finance and Economics Majors in secondary vocational schools can use information technology to monitor students' learning online, and can also use interactive Q & A and skills competition between teachers and students to mobilize students' enthusiasm to participate in classroom evaluation, so as to ensure the referential value of evaluation results. In practical application, teachers need to design the corresponding classroom practice content according to the learning ability and knowledge acceptance ability of secondary vocational students. Combined with work cases, students can make simple analysis or directly judge right and wrong. With the help of these basic contents, students can cope with classroom tests with a relaxed attitude, so as to test students' mastery of knowledge. In addition, for the important and difficult contents of teaching, in the process of designing the evaluation scheme, teachers can use Internet resources to list vivid cases, create scenarios for students, and help them master and understand the knowledge points with difficulty and depth. Teachers can also apply information-based teaching methods, build mind maps, and help students sort out the knowledge structure of chapters. Under the application of these measures, secondary vocational students can effectively master the professional knowledge in the field of Finance and economics, master certain learning methods, and improve the ability of lifelong learning.

2.5 Optimize teaching content and create efficient information class

In the process of cultivating financial professionals, it is necessary to integrate professional ethics and professional quality, and take them as the key content of Ideological and political courses, so as to achieve the goal of cultivating compound skilled talents. Under the information-based teaching method, teachers can use cases to simulate and practice the workplace environment in classroom learning, so that students can experience the value of professional ethics in professional course learning, so as to organically combine the content of quality education with the teaching of professional knowledge, and help secondary vocational students achieve the synchronous improvement of their comprehensive ability in the process of learning. At the same time, through specific accounting historical events and historical figures, the craftsman spirit is integrated into the professional teaching content to guide students to inherit the Chinese context and become a new era finance and economics professional with Chinese heart, Chinese feelings and Chinese flavor, so as to optimize the classroom content of Finance and economics majors and let students set a correct learning example in their hearts. In the actual teaching work, the school needs to play the role of supervision and management, urge teachers to use information-based teaching methods, carry out the consciousness of diversified teaching mode reform, and take the course Ideological and political, professional quality, labor education, etc. as an important content of classroom teaching, and guide students to take the moral quality, professional ethics, and Craftsman spirit is an important code of conduct to improve students' comprehensive quality. In short, in the process of creating an efficient information-based classroom, teachers need to be aware of improving teaching efficiency, not only to speed up the pace of teaching and ensure students' learning efficiency, but also to focus on optimizing teaching content, so as to strengthen students' social adaptability, cultivate their awareness of workplace competition, and promote the improvement of their comprehensive ability as important teaching content, and carry out information-based teaching.

epilogue

In a word, in the context of the new era, it is very necessary for secondary vocational schools to build an information-based and efficient classroom in the classroom teaching of Finance and economics majors. In this regard, professional teachers need to be based on the actual situation of secondary vocational students, based on information technology, conduct a comprehensive analysis of the content of teaching materials, help students clarify their learning objectives, and choose appropriate information-based teaching methods to ensure the efficiency of classroom teaching. At the same time, teachers can quickly break through the key and difficult points with the help of teaching reflection. In addition, for secondary vocational schools, to create an efficient classroom also needs to integrate professional quality and other content into the teaching, with the goal of improving students' comprehensive ability, and to create an information-based and efficient

classroom in the new era.

References:

- [1] Tian Wu Research on information technology curriculum of Finance and business major in secondary vocational schools [j]Journal of Huanggang Polytechnic, 2022,24 (03): 45-48
- [2] Wenyan Wang Research on efficient classroom practice of information technology teaching for finance and Economics Majors in secondary vocational schools [j]Science and technology wind, 2022 (08): 49-51
- [3] Wentao Yao Analysis on the teaching diagnosis and improvement of Finance and business major in secondary vocational schools [j]Journal of Zhejiang Institute of business technology, 2021,20 (01): 94-96
- [4] Wei Yang Research on efficient classroom practice of information technology teaching for finance and Economics Majors in secondary vocational schools [j] Journal of Yuzhang Normal University, 2020,35 (06): 116-119 + 124
- [5] Chenjuan Xi Analysis on the informatization construction of teaching resources of accounting major in Secondary Vocational Schools -- taking financial regulations and accounting professional ethics as an example [j]Teacher, 2020 (17): 54-55
- [6] Qiuyuan Zhang Research on school enterprise cooperation talent training mode of Finance and economics in secondary vocational schools [d]Yangzhou University, 2020
- [7] Guohang Zheng Construction of efficient classroom for finance and economics major in Vocational Colleges under the background of informatization [j] Journal of Yuzhang Normal University, 2020,35 (02): 96-99
- [8] Lijuan Wu Perspective and Reflection on the inefficient teaching of Finance and Economics Majors in secondary vocational schools [j]Journal of Yuzhang Normal University, 2020,35 (01): 103-106 + 128
- [9] Yuhan Wang Research on talent training mode of Finance and Economics Majors in secondary vocational schools [j]Comparative study on cultural innovation, 2020,4 (04): 153-154
- [10] Juan Li On the teaching reform of Finance and Economics Majors in secondary vocational schools [j]Fortune today, 2020 (01): 194
- [11] Junqin Wang Research on the reform of informatization teaching mode -- Taking the financial management professional group of Jiangxi Vocational College of Finance and economics as an example [j]Knowledge economy, 2019 (33): 142-143
- [12] Wei Yang Research on the teaching of secondary vocational finance and Economics Majors Based on craftsman spirit [j]Contemporary teaching and research treatise, 2019 (10): 131+133
- [13] Ruting Deng Research on the problems and Countermeasures of the training of financial professionals in secondary vocational schools under the background of internationalization [d]Fujian Normal University, 2019
- [14] Min Hu Research on the training mode of financial talents in Higher Vocational Colleges under the background of "Internet +" [j]Industry and Technology Forum, 2019,18 (01): 178-179
- [15] Yuxing Shen SWOT analysis on the development of Finance and Economics Majors in Higher Vocational Colleges in the "Internet +" era [j]Chinese and foreign entrepreneurs, 2018 (25): 215