

Research on Teaching Mode of Financial Management in colleges and universities in the era of Big data

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Abstract: With the advent of the era of big data, the teaching model of colleges and universities has undergone earth-shaking changes. Teachers in colleges and universities need to reform and innovate from many aspects, such as teaching concept, teaching method and teaching evaluation, so that students can enjoy a better learning experience, so as to promote the development of curriculum and achieve high-quality talent training. And financial management as an important course of finance and economics, also need to follow the development of The Times to carry out innovation. Therefore, this paper takes the teaching mode of financial management in colleges and universities in the era of big data as the theme to carry out research, aiming at finding the path of applying big data technology in financial management courses in colleges and universities, and realizing the reform and innovation of its teaching mode.

Key words: Big data technology; University financial management; Teaching mode

As a basic course of finance and economics major, financial management plays an important role in improving students' professional quality and promoting their professional development. However, at present, many financial and economic management teachers still use the traditional teaching mode, that is, direct explanation of knowledge content based on textbooks. Under such a teaching model, many students have shown a decline in interest in learning and slow improvement in ability. Based on this, financial management course teachers should change the traditional teaching mode, take big data technology as the carrier to carry out teaching reform, make the course teaching more smooth, students understand more comprehensive, so as to promote the effective development of financial management course teaching in colleges and universities.

1. Problems existing in the teaching mode of financial management courses in colleges and universities in the era of big data

(1) The course structure is too simple

In the era of big data, the course structure designed by many financial management course teachers in colleges and universities is too simple, which results in students' low interest and weak sense of participation in the learning process. The most concrete manifestation is to carry out teaching solely through professional knowledge explanation and skill demonstration as the overall curriculum framework. Such teaching method not only fails to effectively apply information technology, but also has a rigid and traditional structure, which makes students have little interest in and expectations for learning professional courses, and eventually leads to low teaching quality and slow improvement of students' comprehensive literacy. It can be seen that the single course structure is one of the problems existing in the teaching mode of financial management courses in colleges and universities in the era of big data, which needs to be solved as soon as possible.

(2) The shortage of teaching resources

Because the teaching concept of financial management course teachers in many colleges and universities is outdated and they do not pay enough attention to information technology, they often blindly carry out teaching according to the content of textbooks in the course teaching, which leads to the shortage of teaching resources and students' one-sided understanding of professional skills, which ultimately affects the teaching quality. Therefore, professional course teachers need to collect a large number of relevant course teaching resources to enrich the teaching content, bring students a better aesthetic experience, do a good job in laying the groundwork for students' knowledge, and finally realize the reform of financial management course teaching in colleges and universities, so as to lay the foundation for students' future career development.

(3) The teaching method is too traditional

Under the background of information technology, more and more new teaching methods have emerged to provide more teaching directions for teachers, and enable students to enjoy better learning experience, so as to effectively improve students' comprehensive literacy. However, some teachers of financial management courses in colleges and universities still choose the traditional way of teaching methods when carrying out teaching. They take the teacher as the leader to inculcate knowledge and skills, and students learn and accept knowledge passively. Such teaching methods not only deviate from the practical education, but also do not help students to master professional knowledge and skills. Based on this, professional teachers of professional courses should make active use of information technology to realize teaching reform and introduce more new teaching methods, so as to promote curriculum development and bring more quality learning experience to students.

(4) Defects in teaching evaluation

Teaching evaluation is the last link in the course teaching, but also the key to help students to fill in the gaps and realize all-round growth. However, in the traditional teaching of financial management courses in colleges and universities, some teachers have defects in the use of teaching evaluation, which cannot truly reflect the actual learning situation and progress of students. As a result, students do not

realize their own shortcomings and develop reasonable learning goals, which ultimately affects the development of curriculum teaching and students' own career growth. However, in the era of big data, more and more new information technology appears to make up for this loophole. The reasonable application of big data technology in teaching evaluation can better show students' learning status, which is helpful for students' future career development.

2. Teaching model of financial management courses in colleges and universities in the era of big data

(1) Optimize the teaching structure of the course by using micro-class videos

In view of the problem that the teaching structure of finance and economics majors in many universities is too simple when teaching courses, teachers can optimize the teaching structure with the help of information technology, so that students can have different learning experience, so as to better understand the content and realize progress. Micro-class video is one of the best choices for teachers. Micro-class video can not only provide course guidance for students, but also enable students to independently explore knowledge content, help teachers construct corresponding practical activities, and contribute to the realization of teaching reform of professional courses.

When teachers in colleges and universities use micro-class videos to optimize the course teaching structure, they can start from two aspects. Respectively, micro-class video is used to create independent space, so that students can freely explore professional knowledge and skills, and realize self-transformation. On the other hand, micro-class videos are used to pave the way for practical activities, so that students can participate in practical activities and apply their professional knowledge into practice, so as to strengthen students' knowledge understanding and help students master skills. For example, when the teacher carries out "cost management", the teacher can first show the designed micro-class video, so that the students can see the main contents of cost management, the application of cost management in real life and its significance from the micro-class video. After the preparation of the micro-class video, the teacher can show different cases to the students, so that the students can carry out self-exploration according to the content of the micro-class video and master the relevant professional knowledge. This teaching method is not only interesting, but also gives students a large space of autonomy, allowing students to explore independently according to the content of micro-class video, which plays a good role in improving students' learning efficiency and stimulating their interest in learning. Therefore, the use of micro-class videos can break the problem of the single structure of traditional financial management courses in colleges and universities, so as to bring students better learning experience and realize the teaching reform and development of professional courses.

(2) Establish a learning website and introduce rich teaching resources

For financial management courses in colleges and universities, rich teaching resources can help students have a deeper understanding of their major, open their horizons and improve their comprehensive quality. Therefore, teachers of professional courses should use the power of information technology to enrich teaching resources, so as to promote curriculum teaching reform and prepare students for their future career development.

In order to enrich teaching resources, financial management course teachers in colleges and universities should not only collect relevant network resources simply by using information technology, but also set up special learning websites and upload relevant teaching resources so that students can learn and watch them even in dormitories or at home, so as to give full play to the real effect of teaching resources. However, when constructing the learning website, teachers should plan the website function according to the actual situation, so as to really play the teaching effect of the learning website. For example, when building a learning website, teachers should basically build three functions. The first function is the teaching resource library, where teachers store the collected resources and make resource planning according to the course teaching progress, so that students can accurately find the relevant teaching resources they need to watch and learn. The second function is the online video communication function. Teachers can check the professional learning situation of students at home through the online video function. At the same time, they can also correct and demonstrate the problems for students, so that students can better grasp the professional knowledge and realize the improvement of their professional ability. The third function is the online homework function, teachers can assign homework by the line, let the students by recording video or online test to complete the homework, teachers can also check the completion of the students' homework in the first time, in order to timely help students correct mistakes and achieve improvement. Therefore, through the construction of professional learning website, it can help professional course teachers to achieve rich teaching resources and lay the foundation for curriculum development, so as to realize the reform of curriculum teaching and students' progress and growth.

(3) Update the teaching method and improve the teaching quality

Under the background of information technology, financial management course teachers in colleges and universities should keep pace with The Times and not blindly use traditional teaching methods to carry out teaching. On the one hand, it will reduce the efficiency of information technology, and there will be idle teaching resources or waste. On the other hand, it will reduce the teaching quality, bring students poor learning experience, and ultimately affect the development of curriculum teaching. However, in today's era of big data, teachers can choose many teaching methods, whether flipped classroom, project-based teaching or situational creation, which can be applied in professional courses to realize the reform of curriculum teaching and the improvement of teaching quality.

When choosing teaching methods, teachers of professional courses should make reasonable choices according to the actual situation. For example, for students with low interest in learning professional courses, teachers can adopt the situational creation teaching method and use information technology to create practical situations, so that students can feel the professional fun and their own responsibilities, in order

to stimulate students' interest in learning, so that students can be immersed in the course of learning. Teachers in the context of the creation of teaching methods, should be based on the student's future career development direction to create, create as a financial management personnel in the work of the relevant work content and process, so that students clear their own development direction, aware of their own need to have the relevant quality and ability, so as to promote the development of the curriculum, to achieve self-improvement. Therefore, according to the characteristics of The Times to choose a reasonable teaching method, is to improve the quality of teaching and teaching reform of the effective path.

(4) Combining data technology to improve curriculum teaching evaluation

Curriculum teaching evaluation is not only the key to help students to find out the gaps, but also help teachers to examine whether there are problems in their own teaching, and improve teachers' teaching ability. However, the traditional teaching evaluation is no longer applicable to the current environment, and it is difficult to play an effective role in the development of curriculum. Based on this, teachers can use big data technology to optimize and improve curriculum teaching evaluation, make the evaluation results more fair and objective, so as to realize the reform of professional curriculum teaching.

When teachers make use of big data technology to improve curriculum teaching evaluation, they should optimize and improve the content and methods of evaluation. For example, when conducting teaching evaluation, teachers can collect students' learning data with the help of big data technology, including students' classroom performance, exam testing, online homework completion and results of practical activities. The summary of these information data can make the teaching evaluation more comprehensive and objective, and the evaluation results can also be accepted by students. The second is the evaluation method. In the past, the evaluation method is simply to present the test results of students, and then evaluate according to the results of students. However, under the background of today's information age, teachers can comprehensively present all aspects of students' data, and then make a summary evaluation according to the overall data of students in the class, so that students can realize where they have problems, and teachers can put forward corresponding suggestions according to the data of students to help students to correct and improve. At the same time, teachers can also examine whether there is a problem in teaching, whether the teaching method is wrong, and then correct it according to the overall data reflected by students. Through such course teaching evaluation, it can help both students and teachers to achieve self-improvement, and it is a key assistant to promote the course teaching reform.

In a word, financial management course teachers in colleges and universities need to integrate big data technology into course teaching effectively, so as to optimize course structure and improve teaching quality, and finally realize the progress and growth of students and cultivate more excellent professionals for the society.

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