

Research on the development of undergraduate financial management education under the background of digital intelligence

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Abstract. Under the influence of digital intelligence, the development of emerging technologies such as cloud computing and big data has led to the reform of financial work. The change of real financial practice will inevitably require financial management education to respond to the new requirements of development. This paper analyzes the present situation and existing problems of undergraduate financial management education through literature research and case analysis, and puts forward some measures and suggestions for further improvement of undergraduate financial management education under the trend of digital intelligence development in combination with the development law of higher education.

Keywords: Financial Management, Higher Education.

1. Introduction

The development trend of digital intelligence has changed the macro-social and economic environment of financial phenomena, and the change of macro-environment has given birth to new financial phenomena. Financial management is a discipline that studies various financial phenomena and their underlying internal relations and principles, and the change of the research object is bound to have an impact on the discipline and discipline education. Through the collation of the relevant literature on financial management education in recent nine years, it can be known that the academic research on how to develop financial management teaching under the new social and economic background focuses on the following two aspects[1]:

2. Focus on advocating the improvement of specific teaching methods

Focus on advocating the improvement of specific teaching methods, including introducing innovative and diversified educational models; Adjust the proportion of practice and theory teaching and increase practice teaching; School-enterprise combination, double-qualified teaching; Reverse the classroom and the second classroom; PBL teaching method; ERP teaching method, etc. Zhou Kunshun (2019) took the application of PBL teaching mode in Guangxi Normal University of Science and Technology as an example, explained the concept of PBL teaching mode and its practical effect in the school, and explained that "problem-oriented mode" teaching is helpful for financial management students to understand specific financial problems in the enterprise background, which is conducive to improving students' classroom participation. Wang Min, Yang Ping and Yue Wenzhong (2020) studied the exploration of the standard system for the development of practical teaching of financial management specialty by school-enterprise cooperation, and tried to build the standard system of school-enterprise cooperation based on the criticism from the current situation, so as to truly achieve a great breakthrough in the practical teaching ability of colleges and universities. In the literature discussing the development of financial management education by improving teaching methods, practical teaching is the most concerned improvement. The academic community generally believes that the deficiency of practical teaching is one of the key problems of financial management education at present, and the ultimate goal of various teaching methods discussed in the literature (such as PBL, ERP, school-enterprise cooperation, etc.) is actually to improve the proportion of practical teaching and innovate methods.

3. Focusing on the change of macro teaching ideas

Focusing on the change of macro teaching ideas, the paper puts forward to adjust the teaching system based on OBE ideas, CDIO ideas and blended ideas, so as to achieve the goal of financial management education reform. Jin Dong, Zhang Ning, and Lv Guoli (2023) constructed the course system of "number intelligence" of financial management under the guidance of OBE concept, and made the course highlight the "application" characteristics of application-oriented undergraduates through the result-oriented design idea of paying attention to social needs and taking students as the center, so that the teaching of financial management was in line with the development trend of number intelligence. However, there is still a certain distance between the theoretical guidance put forward in most documents and the practical measures for improvement. Although the fine-tuning of curriculum form and curriculum design can improve the existing financial management education from the needs of social and economic development, it has little effect on the reform and development of the overall discipline education, and only solves microscopic and specific problems, but does not solve the overall and fundamental problems.

4. Summary

Most of the articles put forward suggestions on adding relevant new courses and practical courses to meet the new needs. The discussion on the development and improvement of financial management education focuses on coping with the changes of financial work in the new social and economic form, and most of the discussion dimensions are employment angles. Based on coping with the employment problems brought about by new financial phenomena, educational improvement measures are put forward. However, there is hardly any further discussion on the increase of new courses on the basis of the coordination and science of the whole curriculum system, ignoring the comprehensive consideration of the arrangement of class hours, the curriculum structure, the requirements of majors and other issues, lacking the necessity and feasibility of curriculum adjustment, and lacking the discussion of the research dimension of higher education.

Some articles have compared the curriculum adjustment of various schools under the background of big data and intellectualization. Villi and Wen Subin (2023) selected 179 universities as research samples to conduct a comparative analysis of the training programs for financial talents, and studied the curriculum classification, curriculum relationship network, curriculum and professional relevance of various universities, and offered practical experimental courses for such courses. Based on the analysis, IT is found that the cultivation of artificial intelligence and data basic ability is paid attention to first, followed by big data analysis ability, intelligent sharing and visualization, and then IT audit and business intelligence, and the attention to RPA, blockchain and industry-finance integration is not high [7]. Based on theoretical research and discipline development, this paper makes a careful analysis of the above-mentioned curriculum adjustment upsurge, and holds that the problems existing in the current financial management education are not only the difference between the teaching content and the market demand, but also the lack of theoretical research, the lack of basic research on the principles of finance and other disciplines, and the overlapping of the original curriculum designs as well as the lack of professional core courses. In his three papers published in 2017, 2019 and 2023, Professor Luo Fukai combined the hot discussion directions of financial management education reform, such as training programs and course facilities, with the development of financial management theory, put forward the reform path of promoting education development with theoretical research and development, and put forward the improvement direction of financial management education in line with the laws and experiences of higher education, forming a systematic and complete exposition.

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