

Analysis on the Construction of the Quality Guarantee System of the Practice Teaching of Financial Specialty in the Age of "Internet+Education"

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Abstract

"Internet + Education" era, the traditional financial professional talent training model can not meet the needs of the times, more and more universities began to pay attention to the practical link and the application of information technology capacity. In the professional practice teaching of accounting college, on the basis of the training and practice research of intelligent finance application talents, this paper combs the teaching objectives, the content setting of practice teaching, the running management of practice teaching and so on. According to the basic situation of the training room and the practice course of accounting college, it mainly combs out the system guarantee, the construction of teachers'team, material guarantee, technical guarantee, service guarantee and evaluation system construction.

Keywords

Internet + Education; Practice teaching; Quality assurance.

1. Introduction

Practice teaching plays an important role in the training of talents in colleges and universities, which is an important factor to guarantee the realization of the goal and the quality of the training. As an important place to carry out practical teaching and scientific research in colleges and universities, university laboratory plays an important role in teaching and scientific research. On October 30, 2019, the Ministry of Education's Opinion on Strengthening Educational Science Research Work in the New Era has explained the importance of practical teaching. The paper points out that it is very important to serve the needs of practice, adhere to the problem orientation, highlight the practicality of educational science research, focus on the major educational strategy and educational teaching practice, and support the development of educational reform.

2. The Design Principles of Practical Teaching Quality Support System

The design principle of practice teaching quality assurance system includes four aspects: holistic principle, practical principle, comprehensive principle and forward-looking principle: The holistic principle is fundamental, and the practice teaching quality assurance system is an organic whole. The practice teaching quality assurance system of applied colleges and universities is composed of many elements, including teachers, teaching objectives, methods and contents, and training bases.

The principle of practicality is the foundation. The quality assurance system of practical teaching in applied colleges is to improve and guarantee the students'level of practice. The instruction teacher of practice teaching should not only provide the theory instruction of practice to the students, but also provide demonstration for the students in practice, let the

students carry on the observation and study, the practice teaching also embodies the requirement of the teachers' practice ability.

The principle of comprehensiveness is the guarantee, and the construction of practical teaching system needs to meet the students' needs in learning. The practical teaching system needs to meet the needs of the diversified development of society as much as possible, and the needs of the majority of people and the majority of jobs as much as possible. Students' professional quality, such as good professional accomplishment, cooperative spirit, dedication, innovation and quality consciousness, should be incorporated into the practice teaching quality assurance system.

The forward-looking principle is the motive force, and the construction of practical teaching system must be advanced and foreseeable. With the rapid development of science and technology, the society's demand for different talents will change, and the cultivation of applied talents will be continuously explored. Therefore, it is necessary to update teaching contents, improve teaching methods and optimize practical projects in time, so that the students have better quality and ability, adapt to the development of the times, and apply the most advanced technology to practical teaching.

In the construction of the quality assurance system of practical teaching, the mutual relation between them is fully considered, the content of the quality assurance system of practical teaching is more rationalized, and its maximum function is fully exerted.

3. The Design steps of the Practice Teaching Quality Assurance System

3.1. Determine the Basic Goal of the Practice Teaching Quality Assurance System

(1) To make students acquire practical knowledge, broaden their horizons, enrich and activate their thoughts, deepen their understanding of theoretical knowledge, and then revise, expand and innovate theoretical knowledge in practice.

(2) To train the students' basic skills and professional skills so that they have the professional quality and ability to engage in a certain profession. Including four aspects: first, practical ability; second, professional quality; third, entrepreneurial ability; fourth, professional qualification certificate.

(3) To strengthen practical emotion and concept, cultivate good professional ethics and sense of responsibility, cultivate realistic and serious scientific attitude, study hard and persevere work style, cultivate spirit of exploration and innovation.

3.2. The Implementation Path of Quality Assurance System

(1) Adjusting teaching objectives

The objective system of practical teaching is based on the training of professional ability, and the basic professional quality, post employment ability and professional development ability are the modules.

In the design of practical teaching system, the training of professional ability is the center, and the characteristics of applied talents training are considered. Establish the goal of cultivating talents and relevant credit system suitable for students' personality development.

(2) Adjust the talent training program

According to the teaching goal, we carry out the concept of "practice-oriented" applied talents training, and make the professional training plan of practical courses based on experiment and practice.

The curriculum should be integrated with the goal of cultivating talents. According to the students' actual cultural level and the need of employment, we should adjust the teaching goal

of the basic course of culture, the core course of specialty and the practical course, and set the multi-level goal.

(3) To formulate professional skill standard

According to the requirements of professional training program and talent training goal, the requirement of systematic skill training is put forward and the content must be completed or selected.

(4) Revising the Practical Teaching Plan

According to the requirement of the talent training program and combining with the actual situation of our college, each profession revised the practice teaching plan to make it more scientific, practical and practical. In particular, we should attach importance to the control and detection of the practice teaching quality monitoring.

(5) Make the standard of practical course

The standard of practical courses should make clear stipulations on the content, the purpose requirement, the time arrangement, the teaching form and means, the facilities required for teaching, the examination method and so on. Including experiment, comprehensive practical training, course design, skill training, practice, graduation design, social investigation and other teaching forms.

In making the standard of practical courses, we should pay attention to the optimization of the content of each course, avoid repetition or disjunction, increase the proportion of practical training and design, comprehensive experimental practice, so that the practical courses can play the role of cultivating students' ability to start and create.

(6) Organizational institutions

The College has set up a professional steering committee, which is responsible for formulating the overall goals and plans of the College's practical teaching, auditing and approving the reported practical teaching goals and talent training programs. And set up the professional management committee, hired out-of-school experts as the professional management committee, by the academy to formulate the practical teaching objectives and talent training programs of each profession.

4. The Content Design of the Practice Teaching Quality Assurance System

In the process of practice teaching, teachers can use immersive, problem-based, interactive, independent, stand-by and reflective experimental teaching methods to promote students to think continuously in the course, so that isolated knowledge of financial knowledge, information knowledge, process management and other knowledge as a whole knowledge chain, touch by analogy, highlight "platform is the carrier, experiment is the soul, students are the are the main body, teachers are the key" teaching philosophy. Teachers are no longer the only knowledge base and transmitter, but the facilitator of knowledge construction, subject experts, information consultants. Through the experiment, the students intuitively feel the actual scene of "real problem doing", enlighten the students' innovation consciousness, train the students' enthusiasm, and arouse the students' comprehensive ability to solve the practical problems. According to the needs of practical teaching, the theory teaching should be integrated into three modules: basic theory, professional theory course and technology application. Take the practical link as the central clue, concatenate these three modules. Make these three modules not only have clear division of labor, each has its own emphasis, but also is connected with each other.

5. Operation and Management of Quality Assurance System of Practical Teaching

5.1. Guarantee of Practice Teaching Management System

(1) The system is well regulated. Laboratories should establish and improve all regulations, the main regulations on the wall, and strict implementation. The basic rules and regulations include: laboratory management system, student experiment code, supervisor position responsibility

(2) According to the requirements of the syllabus, make up the schedule or schedule of the semester experiment in our laboratory in time, post it to the wall and strictly execute it.

(3) The management record of laboratory should be complete. Record the experiment and practice according to schedule, fill in the specification. The management record should include: experiment teaching log, experiment record book, instrument equipment list, instrument equipment maintenance record book

(4) Safety and energy saving management standard. Equipments and instruments are used under safe conditions, and power is cut off when not in use. Pay attention to energy saving and consumption reduction, no unattended lights, no unattended power.

(5) Code of attendance management. Consciously implement college attendance system, work is not late, do not leave early, have a job to ask for leave, have a professional attendance.

(6) Timeliness of working records. Active and timely completion of practical teaching. At the end of the period, the laboratory utilization rate and the statistics of the opening rate of the experimental courses are done. Timely reporting of statistical statements and related management records.

5.2. Guarantee of teaching Staff in Practice Teaching

Practical teachers should recruit, select appropriate quantity, good ideological quality, high level of professional theory, strong professional technical ability and certain organizational ability to serve as managers and guide teachers of practical training courses. In order to ensure the smooth completion of all tasks and the continuous improvement of training quality.

Practical training courses should establish scientific, effective and strict team-building and personnel management system, have clear duties and work rules, have strict examination methods and reward and punishment system, have implementation of training teacher plan and implementation measures, practical training course teachers should have a reasonable academic qualifications, technical positions and skills structure to ensure the continuous improvement of the quality of practical training and the continuous strengthening of the construction of practical training bases.

Actual training teachers' portraits, practicing six one-project, that is, have the role of university teachers, information consultants, enterprise finance personnel, practical training managers, and then study a professional field, familiar with an industry accounting, deal with an industry expert, guide a student team, undertake a service project, lecture a training course, encourage the department's practical training teachers to continuously improve professional skills.

5.3. Material Guarantee of Practical Teaching Foundation

(1) Maintenance of basic equipment. All the equipment in the training(testing)room of the accounting college is under the leadership of the department in charge of the college. The equipment of practical teaching is managed by the administrator and the teachers in the laboratory. The equipment is damaged or lost according to the "Management Measures of Compensation for Loss of Equipment and Items in Accounting College". Other teachers must be used with the consent of the teacher in charge of equipment and according to the operating rules of the instrument. Before using the equipment, the teaching teacher must explain the students' strict operation technology. In use, if the equipment has problems or faults, it should

quickly find out the reasons, make a good record, and put forward the treatment advice, the damage is serious, report to the head of accounting college for approval. Anyone who fails to report damage to equipment or equipment shall, once found out, double the penalty according to the Measures for the Administration of Compensation for Loss of Damage to Instruments and Items of the Accounting Institute.

Make good use record and maintenance record of instrument and equipment. The equipment information is intact, and as an important part of the technical archives, it is kept properly. The teacher should finish the task assigned by the practice(test)room of accounting college on schedule. The equipment and equipment of each training room shall be registered.

(2) Code for the use of low value consumables

Materials and low-value consumables referred to in these Measures refer to those that do not fall within the fixed asset standard, such as low-value equipment and articles(various vouchers, subject matter stamps, calculators, books, pins, glue, etc.)with unit prices below\$200.The low-value consumables used in the experiment(practical training)teaching in each classroom should be put forward at the end of the semester after the plan of the next semester has been signed by the head of the accounting college, the relevant departments should purchase and establish accounts uniformly. When the experiment teaching needs, the practical teachers should adopt according to the needs of the training projects, eliminate waste, and sign and build accounts in time. Each practical training(testing)room should establish accounts, and establish a household-to-person goods register(or loan book), at the end of the semester, each laboratory teacher should check, adjust, verify the accounts. The use of tools, some controlled items and valuables must be examined and approved by the head of the Accounting Institute, who shall be appointed by the head of the Accounting Institute to be responsible for the management and shall not be loaned. The administrator of the practical training(testing)room of accounting college should keep abreast of the materials and the preservation and use of low-value and consumable items in each of the practical training rooms.

(3) Procedures for entering and leaving laboratory materials

End of each semester. According to the training plan for the next semester, the supervisor of the training room will complete the statistics of the required materials. The supervisor of the practical training(testing)room reports the materials required by each practical training room to the head of the accounting college for examination and approval. After the material purchase, the training room will be unified to create books, and then distributed to the training room teachers. The person responsible or the teacher in charge shall compensate for the damage caused by the weak sense of responsibility.

Table 1. Evaluation and assessment method table

Evaluation rating	Specific explanation	Assessment modalities	Time schedule
Level 1: Reflective assessment	Students'Satisfaction and Teachers'Project Design Skills	Listen to class and observe students'learning state	Pre experiment
Level 2: Learning assessment	Measure the degree of students'learning acquisition and knowledge mastery	Man-machine Interaction of Students	Mid experiment
Level 3: Conduct assessment	Behavior change, skill growth degree and application of students in experiment	360-degree questionnaire, case analysis	Late experiment
Level 4: Results assessment	Measurement of Students'Assessment Achievement and Quality of Enterprise Practice	Evaluation and Appraisal Increase Model and POI Return on Investment Test	Experimental examination

(4) Guarantee of assessment of practical teaching evaluation

Practical teaching evaluation emphasizes the connotation of students' learning achievement and the integration of individual's learning progress, and adopts a multi-evaluation method which reflects evaluation-learning evaluation-behavior evaluation-result evaluation. The course evaluation is more comprehensive, fair and scientific by integrating the performance and effect of the project completion into the evaluation scope and improving the present situation of teachers as the main body. The evaluation method is shown in Table 1.

(5) The extension and expansion of traditional teaching

Experimental teaching is the extension and expansion of traditional finance and accounting professional teaching. The objective of this experiment is based on the series advantages of financial management specialty in our university. The new model and mechanism of experimental teaching in the joint cultivation of schools and enterprises further promote the construction of joint laboratories and the reform and innovation of experimental teaching. The following mainly from the integration, integration, integration, joint of the "four" angle.

Integration: Integrate all kinds of experimental teaching resources effectively, set up the practice system which is beneficial to the cultivation of innovative talents, set up the experimental teaching platform which is advanced technology, intensive function, resource optimization, open sharing and combination of virtual and real.

Integration: To promote the integration of information technology and financial management, as a "national pilot unit of information", continue to strengthen information construction and development. It embodies the support of information technology for financial accounting transformation, and promotes teaching reform and innovation based on information technology.

Combine: Emphasize the development of combination of production, study and research, integrate scientific research idea, enterprise culture and teaching achievement into experimental teaching, improve students' scientific research ability, entrepreneurship and innovation ability.

Joint: Establish a new mechanism for the joint training of talents between school and enterprise, form an ecological circle for the joint training of financial talents in university-enterprise field, and promote the combination of professional practice and theoretical teaching, teaching research, social service and application.

6. Conclusions

With the development of economy and the iteration of information technology, enterprises and institutions use information technology to integrate enterprise resources and innovate management concepts, and the demand for talents is becoming more and more severe. As a financial talents training colleges and universities, the first choice of temporary generation and their own breakthrough. The traditional financial and accounting training path and training system can not meet the needs of modern talent training at all. How to ensure the quality of teaching becomes the top priority, which is an important embodiment to guarantee the training of talents and the quality and efficiency of teaching links.

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