

Research on the Application of Case Teaching Method in the Teaching of Financial Market

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Abstract

Case teaching method is an interactive teaching method with students as the main body and the main purpose of cultivating students' ability to think and solve problems independently. This paper discusses the role of case teaching method in the teaching of Financial Market by combining the course characteristics of Financial Market and the principle of case teaching method. And from the three angles of case selection and development of Financial Market course, teaching comments and discussion skills of Financial Market case teaching, and optimization of case teaching assessment mechanism of Financial Market, this paper puts forward the practical scheme design of case teaching method in Financial Market teaching.

Keywords

Case teaching method; Financial Market; Application research.

1. Introduction

The origin of case teaching method has a long history, which can be traced back to ancient Rome and Greece. Many literatures believe that Socrates' heuristic question and answer method is the earliest form of case teaching. However, the case teaching method was really put into teaching in the teaching practice of Harvard University after 1910. At that time, scholars from Harvard Medical School and law school found that many complex and difficult theoretical knowledge could not be understood and applied by students only by teachers. This kind of problem soon got the attention of teaching teachers, so scholars began to look for improvement methods. On the basis of teaching practice, they gradually found that combining theoretical knowledge with classic cases, and then putting forward questions to discuss with students can make teaching achieve quite reasonable results. In 1918, this teaching method was officially named "case teaching method". Therefore, many western countries apply this teaching method to teaching research. In the early 1930s, case teaching began to be popularized in American colleges and universities, and was introduced into the training and education of secretaries, accountants and teachers. In the 1950s and 1960s, case teaching began to be used in colleges and universities in other developed countries. Its content, methods and experience became more and more rich and perfect, and had a great impact all over the world.

Different from the traditional cramming teaching, case teaching emphasizes the ability to encourage students to think independently. Case teaching changes the traditional passive absorption learning method, and instead encourages students to think, create and sublimate the existing knowledge system. In the whole teaching process, the lively teaching situation and content replace the usual boring single conveying mode, which will not damage students' enthusiasm and learning effect, but easier to help students change their focus on knowledge into ability. When students preview, teachers will first expose students to case materials and several guiding questions. Then, students use their extracurricular time to consult the designated materials and readings, collect necessary relevant information, and initially form the problem analysis and solution of the case with the process of thinking. Finally, after the

group discussion, the teacher may personally preside over the summary or ask the students to make a summary in writing, so that the students can have a deeper understanding of the case and the problems reflected in the case.

Zang Zhan (2014) believes that in order to effectively improve the quality of case teaching, teachers should do a good job in case selection, problem design, classroom discussion, summary and comment, flexibly use the evaluation mechanism, and strive to stimulate each student's enthusiasm for participation.[1]

Deng Xuxia (2019) analyzed the application steps of case teaching method in Finance Teaching and put forward the problems needing attention in finance case teaching on the basis of expounding the significance of using case teaching method in finance teaching.[2]

Starting from the whole teaching process, Jiang Xiao and Li Yanmin (2019) evaluated the application effect of case teaching method in commercial bank management from the perspectives of teaching design, student participation and teaching results. They found that students recognized the increase of the proportion of case teaching method in the total class hours, and students' Participation was generally improved.[3]

Zhang Yong and Xu Zhaobin (2020) discussed the role of case teaching method from the aspects of case design, teaching implementation and teaching evaluation, in order to broaden the practical effect of case teaching method. The research shows that the case teaching method has strong application value in practical teaching, and plays an important role in stimulating students' learning interest, improving learning enthusiasm and initiative, and improving the teaching quality of economics related disciplines.[4]

Zhou Chunmei (2020) found that using case teaching method to insert many real financial hot issues into theoretical learning is helpful for students to understand the content of Finance and enhance their subjective initiative.[5]

2. The Role of Case Teaching Method in the Teaching of Financial Market

Financial Market is a subject that studies the operation mechanism of financial market and the pricing of financial assets. It has deep content, wide coverage, and is closely related to the actual economic life. Case teaching has the potential advantages of vividness, concreteness and strong effectiveness. Case teaching can not only make the boring theoretical teaching lively, but also help students master the abstract principles of Financial Market as soon as possible. At the same time, they also have a more in-depth theoretical understanding of the actual situation of China's financial market.

(1) Case teaching method can arouse students' learning enthusiasm. The development of financial market is changing rapidly. In order to cultivate students' adaptability, traditional teaching methods mainly focus on imparting theoretical knowledge and emphasizing the systematicness of theory. However, in teaching practice, it is found that this rigid and simple teaching method of theoretical knowledge will make students feel boring, can not stimulate students' interest in learning, and it is difficult to mobilize students' learning enthusiasm. In order to better realize the combination of theory and practice and fully mobilize students' learning enthusiasm, "Financial Market" through case teaching, special discussion, typical case analysis, policy practice analysis, etc. on hot issues in the financial market, teachers put forward questions, students discuss and analyze them, guide students to think boldly, and encourage students to express different opinions, discuss and argue, Students have a sense of achievement in their study. Students have more learning initiative and more room for self-study and research. In this way, it not only solves the problem that the teaching materials are difficult to fully reflect various actual situations, but also cultivates students' ability to analyze financial activities by using their theoretical knowledge.

(2) Case teaching method can deepen the understanding of theory. Financial Market is a professional basic course with strong theoretical significance. Through case teaching, the course of Financial Market can not only make the teaching of theory lively and enlightening, but also help students master the abstract principles of Financial Market as soon as possible. At the same time, they also have a more in-depth theoretical understanding of the specific situation of China's financial market.

(3) Case teaching method can improve students' comprehensive quality. Case teaching method students are the main body and the main participants. In the process of case teaching, whether it is reading preparation before class or you argue in class, students' active participation is required. Before class, we must carefully read the cases, consult some necessary reference materials, analyze the corresponding thinking problems, put forward countermeasures and write an outline of speech, which can improve students' autonomous learning ability. Case teaching allows students to judge and analyze this by giving students a lot of data and information, and then obtain some perception and deep thinking from the case. At this time, the knowledge obtained by students through case analysis is no longer the dogmatic knowledge in books, but the knowledge of students, as well as the methods and abilities to think and solve problems.

(4) Case teaching method can promote teachers to improve their professional level. In case teaching method, teachers change from "protagonist" to "supporting role", and become designers, organizers and commentators. First of all, teachers must be fully prepared for the implementation of case teaching courses, actively pay attention to the development of financial market at home and abroad, and integrate the latest research results at home and abroad into teaching, so as to continuously improve teachers' teaching and scientific research level. Secondly, in the process of case discussion, teachers need to use appropriate language to guide students to participate in the discussion, and each student will analyze from different angles. Therefore, the answers may not be unified, which requires teachers to have on-the-spot adaptability and force teachers to constantly strive to improve their professional level and comprehensive quality. Finally, in order to master first-hand materials, teachers should go deep into practice, practice in banks, securities companies and other places, and constantly learn in practice to enrich and improve themselves.

3. Design of Practical Scheme of Case Teaching Method in the Teaching of Financial Market

(1) Case selection and development of Financial Market course.

Case teaching is basically based on cases, so the effect of case teaching largely depends on the quality of the selected cases. Selecting cases and designing creative cases should be the first step in teaching and research activities. The cases applicable to Financial Market science should have the following characteristics:

First, inclusiveness and encyclopedia. The selected case should cover the knowledge points to be discussed at present, so that the case can deepen students' understanding of relevant theories and methods. At the same time, the case should also have a certain encyclopedia, which can enable students to understand the knowledge of relevant industry background in the case scenario, and enable students to be interested in the theoretical knowledge of the learned chapters. Secondly, it is representative and enlightening. After discussing and learning cases, students should be able to solve practical problems in employment in the future. Taking the case selection of the foreign exchange market as an example, the case of the foreign exchange market should not only include different forms of foreign exchange market professional terms, but also be supplemented by the exchange calculation of the foreign exchange rate. After studying the foreign exchange market theory, students should be able to deal with all kinds of

problems in the counter business exchange window of banks and other financial institutions. In addition to selecting cases with the above characteristics, teachers should use their vacation time to go deep into enterprises or financial institutions, understand the current practice in the industry, and strive to compile a series of case bases with their spare time knowledge.

(2) Teaching comments and discussion skills of case teaching of Financial Market.

Compared with traditional teaching methods, combined with the inherent regularity and particularity of Financial Market, the case teaching of this course mainly has the following skills: First, starting from theory, help students to guide their application ability to solve problems. The cases carefully selected or developed by teachers in each chapter must include the main terms and concepts of each financial sub market. Often, the situation is set to some hot issues in real financial and economic life, which is highly authentic and close to real life. For example, when teaching mortgage and asset securitization, teachers can let students understand the development and application of asset securitization in China and the United States, carry out a series of meaningful analysis and discussion in combination with the crisis of American subprime mortgage bonds in 2008, and discuss some feasible solutions. Through the analysis of case teaching, it not only helps to deepen students' understanding and understanding of the basic principles of financial sub market in Financial Market, but also improves students' ability to analyze and solve practical problems.

Second, cultivate students' ability to analyze problems from multiple angles, and exercise students' comprehensive ability and oral expression ability. Most of the courses of Financial Market are closely combined with the use of financial instruments, and financial instruments have already penetrated into ordinary people's daily life in such an era of financial globalization. The case teaching of Financial Market has long been transformed into the case teaching of various financial instruments. Case teaching originally focuses on diversity and uncertainty. For the same case, students will have different opinions and views. Students must apply a critical perspective to other people's opinions and put forward persuasive answers. If group discussion is set in the course content, students must express their views on the case to the same group within a very limited time, and state their views and the overall views of the group as a representative after the group discussion. This kind of teaching arrangement not only cultivates students' practical ability, but also exercises students' comprehensive ability and oral expression ability.

Third, the guiding role of teachers can not be ignored. As a new teaching method, case teaching method should guide and organize classroom discussion. Secondly, inspiring students to form their own unique organized and academically based views on cases is the key and difficult point of teachers' case teaching. Students are limited by experience, weak basic professional knowledge and insufficient ability to analyze actual cases. They will encounter various obstacles, which prevent students from forming their own reasonable views or opinions. In case teaching, the accompanying guidance of teachers in the whole field is of great significance. This guidance is not only conducive to the smooth discussion of students or the expression of views, but also conducive to the comments of teachers after the discussion.

(3) Optimization of case teaching assessment mechanism of Financial Market.

Combined with the actual situation of the course of Financial Market, formulate a targeted syllabus and arrange the proportion of case teaching in the total class hours in the teaching of each chapter. The college should strengthen publicity, strengthen the role of case teaching, and let students really understand the value of case teaching. In terms of teachers' assessment, teachers should consider compiling and developing case base and counting it as teaching research results. In terms of students' assessment, we should take the contribution of students' classroom discussion in case teaching as the biggest reference source of students' usual performance. In the final examination, open book examination matching with case teaching

shall be set as far as possible, rather than just the examination of Book Theory memorization ability. For students who are used to "sleeping" or "hitchhiking" in group discussion, additional work such as recording discussion contents or writing discussion summary related to cases should be arranged to improve their contribution in case teaching and urge them to actively participate in case discussion. The college should also cooperate with case teaching to optimize its own teaching staff, which is also an important link in the optimization of the course assessment mechanism. Case teaching puts forward a series of new requirements for teachers' knowledge structure, teaching ability and teaching methods. The traditional indoctrination teaching method can no longer meet the new needs of the development of the new situation of Finance teaching. Cultivating a new teacher who has both special skills and good at case teaching has become an indispensable condition for the effective implementation of case teaching method in Finance teaching.

4. Conclusion

Case teaching method has played a positive role in daily teaching. In order to further explore how to apply case teaching method to the teaching of Financial Market more effectively, this paper discusses the role of case teaching method in the teaching of Financial Market by combining the curriculum characteristics of Financial Market and the principle of case teaching method. It also puts forward the practical scheme design of case teaching method in Financial Market teaching from three angles: case selection and development of Financial Market course, teaching comments and discussion skills of Financial Market case teaching, and optimization of case teaching assessment mechanism of Financial Market, This will contribute to the application and promotion of case teaching method in the teaching of Financial Market and other courses.

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