

# Research on Reforms and Innovations of Practical Teaching of Financial Major under the Concept of OBE

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**Abstract:** *At present, the OBE concept has been widely accepted in China's higher educational circles, and gradually promoted to the training of business professionals. There are some problems of practical teaching of financial major at the current stage, such as obsolete teaching content, single teaching form and lack of scientific teaching evaluation. This paper proposes the measures of updating teaching content, enriching teaching forms and establishing multi-assessment system to reform and innovate the practical teaching of finance specialty guided by the OBE concept. The practice has proved that the reform of financial practice teaching based on OBE concept has achieved good teaching results.*

**Keywords:** *OBE, Financial major, Practical teaching*

## 1. Introduction

Finance is the core of the modern economy [1]. Since the reform and opening, China's financial industry has played an important role in resource allocation and macro-control, and has become an important force to promote economic and social development. Only by achieving high-quality development of the financial industry can we keep the bottom line of maintaining financial security, prevent and resolve major risks, and boost high-quality economic development. For financial majors that import talents for the financial industry, in the context of rapid embedding of big data, artificial intelligence and other emerging technologies into the financial industry, and upgrading of consumer services, financial professional courses are increasingly integrated into practice. We need to explore the training path of practical financial talents guided by OBE teaching concept, to realize the transformation and upgrading of financial industry supported by talents and promote the high-quality development of financial industry. Finance technology is changing the ecology and service mode of the financial industry in a rapid manner. At the same time, the existing enrollment system has also begun to implement the reform according to the specialty. The internal and external interaction has enhanced the urgency of applying the OBE advanced teaching concept to the training of professional talents. The OBE concept originated from Australia in the 1990s. It advocates outcome-oriented education and requires customization of talent training programs according to different student qualities, learning objectives and industry needs. It is a result oriented reverse design based on training objectives. OBE philosophy is to set teaching objectives, organize and implement teaching activities according to the abilities that students should have, and pay more attention to what students have learned and what progress they have made. The teaching process has changed from teacher centered to student-centered, focusing on personalized teaching. There are some similarities between finance major and engineering teaching, both of which emphasize that the cultivation of students should be applied, skilled and innovative. Based on OBE teaching concept, this paper aims to reconstruct the practical teaching system of finance specialty and improve the quality of practical teaching [2].

## 2. Concept and Features of OBE

### 2.1 Concept

OBE (Outcome-Based Education) is an educational model based on learning output, which is a creative and systematic method. OBE educational model has been adopted in many countries and is the innovation of educational model. OBE education model takes student output as the driving force for the operation of the education system, focusing on what students have learned and can do. We transform the paradigm of OBE education concept into two teaching objectives: knowledge teaching and knowledge

application. The goal of knowledge implantation is to ensure that students have the knowledge, skills and qualities required by the teaching goals after completing the teaching process through reasonable teaching means. The goal of knowledge application requires that the teaching process should focus on making students apply what they have learned to improve students' ability to apply teaching knowledge to practice in the future career path. OBE emphasizes the output rather than the input of teaching, and focuses on what students learn rather than what specific knowledge teachers teach. It emphasizes the inquiry teaching mode rather than the indoctrination teaching mode. It requires teachers to timely and accurately understand each student's learning status and progress, develop different teaching programs, and create the most ideal teaching and learning environment for students. OBE adopts diversified teaching evaluation means of evaluation subjects and evaluation methods, focusing on whether to complete the learning achievements. According to the degree of completion of students' expected learning achievements, the students are graded from unskilled to excellent. The evaluation results provide reference for the next stage of teaching and students' learning. According to the principle of reverse design, the peak achievements are divided into different stages level by level, and the overall goals are divided into stage goals from the primary to the advanced, which require students to achieve in stages and levels. Students with different learning abilities can adopt different ways to achieve peak results step by step [3].

## **2.2 Features**

OBE concept has four characteristics: (1) clarity. To carry out teaching activities under the guidance of OBE concept. First, take the expected student learning achievements as a clear goal. Based on fully understanding students, teachers help students develop a clear blueprint for learning outcomes, guide students with appropriate methods, and students learn according to clear tasks and achieve success. (2) Fairness. The OBE concept ensures that every student can achieve the expected learning results, experience the happiness of success, and firmly believe that every student is a successful learner. At the same time, the OBE concept attaches importance to the personalized development of students. According to the different learning needs of different students, flexibly allocate learning resources and maximize the provision of high-quality teaching resources for students. When evaluating students' learning achievements, we should adopt various ways to conduct achievement non competitive evaluation on students to give full play to the developmental function of teaching evaluation. (3) Synergy. The synergy of OBE concept has two connotations: on the one hand, it emphasizes the integration of knowledge rather than the division of knowledge, and each part of knowledge learning is the key link to complete the expected learning results. On the other hand, OBE advocates cooperative learning against competitive learning, achieves success through teamwork, and creates a harmonious and interactive learning atmosphere for students. (4) Challenging. A series of teaching activities based on the OBE concept will require students to jump out of the original knowledge level and pay more attention to the improvement of students' ability and quality. In this process, students should complete high-level learning tasks. Because of the clarity of goals, students can complete challenging tasks step by step, encourage students to carry out in-depth learning, and thus promote the overall development of students.

## **3. Problems of Practical Teaching of Financial Major**

### **3.1 Obsolete Teaching Content**

From the perspective of the current teaching objectives, the courses for financial majors focus on the improvement of students' application ability and analysis ability, the teaching content focuses on basic knowledge and core professional ability, and the core professional ability focuses on analysis ability, experimental operation, and practical practice. The assessment methods are mainly examination papers and experimental reports, and the assessment contents are mainly case analysis, investment value analysis and basic knowledge application. However, whether the renewal of curriculum content can keep up with the changes in the current society lacks the corresponding dynamic evaluation standards, so that the curriculum content is outdated and cannot better achieve the curriculum teaching objectives, and there is no motivation to update and integrate. At present, China's financial industry has a certain degree of structural surplus. In recent years, many colleges and universities have set up financial majors, with the enrollment scale and the number of graduates increasing year by year. The employment situation of financial students is severe. At the same time, with the rapid development of China's financial industry, it is necessary to absorb many financial talents into the industry. The main reason for this structural unemployment phenomenon is that the practical teaching content of the financial major in colleges and

universities is relatively backward and cannot keep up with the development of modern financial industry.

### ***3.2 Single Teaching Form***

The existing practical teaching methods are seriously formalized, which cannot stimulate students' learning interest and innovation ability. Some practical teaching links are superficial, and students cannot receive systematic training and guidance. At present, the financial training room has introduced comprehensive training software for securities investment, but students can only get training in basic operation methods when using simulation training software, and they do not know why, which is of little significance to the cultivation of practical ability and innovation ability. At this stage, the teaching mode still stays in the situation that the traditional teachers teach on the platform and the students accept passively. This teaching mode relies too much on teachers' teaching. The single mode makes it easy for students to take teaching as a teacher's task, generate a languid learning psychology, lose interest in learning, and more often come to class just to complete the credits. The learning efficiency is extremely low, and a large amount of classroom time is not used well. The traditional teaching method makes the classroom teaching method single and the students' enthusiasm is not high. Enriching classroom teaching resources and improving students' learning enthusiasm are the direction that financial teachers have been exploring [4].

### ***3.3 Lack of Scientific Teaching Evaluation***

The results of practical teaching and whether it really plays a role in students' practical ability, some teachers do not have synchronous evaluation standards and evaluation systems. It is easy for students to relax. Some students who are not self-conscious even fish in troubled waters only report to the school from the units that require practice, but do not really implement practical activities. The lack of evaluation system affects the effect of students' practical teaching. From the perspective of the current teaching objectives, the courses for financial majors focus on the improvement of students' application ability and analysis ability, the teaching content focuses on basic knowledge and core professional ability, and the core professional ability focuses on analysis ability, experimental operation, and practical practice. The assessment methods are mainly examination papers and experimental reports, and the assessment contents are mainly case analysis, investment value analysis and basic knowledge application. However, whether the renewal of curriculum content can keep up with the changes in the current society lacks the corresponding dynamic evaluation standards, so that the curriculum content is outdated and cannot better achieve the curriculum teaching objectives, and there is no motivation to update and integrate. Evaluation has many functions such as guidance, improvement, identification, incentive, management, and research, but the current evaluation cannot give full play to these functions.

## **4. Reform Measures of Practical Teaching of Financial Major under the Concept of OBE**

### ***4.1 Update Teaching Content***

Through the post demand research on the business activities and economic activities of financial enterprises, we understand and recognize the characteristics of post talents, focus on formulating the training objectives of financial professionals according to the development needs of financial talents, and reconstruct the practical teaching system. This will enable students to master basic knowledge, practical operation, and other professional abilities, and on this basis, develop their professional quality and social ability. The practical teaching system is divided into three parts from the content: special course training, professional comprehensive training, and professional social practice. The overall OBE teaching concept is from single to comprehensive, from inside to outside, and step by step. We constantly strengthen students' professional skills, so that they can quickly adapt to the market demand. Traditional practical teaching is carried out around the laboratory. The teaching process is dominated by students' independent operation and practice. The learning process is boring and students lack a sense of purpose, so the learning effect is poor. The combination of practical teaching content and subject competition can give students a clear sense of purpose and fully mobilize their enthusiasm for learning. Improve comprehensive skills and quality, including professional comprehensive training, graduation design, professional practice, and post placement practice. The professional comprehensive training mainly includes the operation of core banking business posts, digital financial business operations, stock simulation trading, insurance claims and other simulation businesses. Through comprehensive training, strengthen the comprehensive application of professional knowledge learned to improve comprehensive ability. The graduation design

must strengthen its quality monitoring, put forward more detailed requirements on the graduation design results, and use information means to monitor the entire graduation design opening report, revision process and final draft in real time. The off-campus internship base should select enterprises that can really accept students' internship, and financial enterprises are the first choice, such as local commercial banks, insurance companies, securities companies, etc.

#### 4.2 Enrich Teaching Forms

With the progress and development of science and technology, a variety of new teaching methods and student training concepts are being used in daily teaching. Teachers of mathematical finance courses can also use such methods to scientifically use new courses and new textbooks, effectively enhance students' learning quality and comprehensive literacy, and promote the overall improvement of students' mathematical and financial skills. For example, teachers can actively search for some advanced professional courses and cases by using the MOOC class platform on the internet. It can effectively help students to achieve corresponding learning goals by selecting teaching methods and means, and scientifically obtain relevant knowledge. The most important goal orientation of financial practice course is to improve students' practical skills and professional comprehensive ability. For example, in terms of the reform of teaching content and process, according to the current trend of financial development, the teaching section of financial technology should be added in time, and students should try to participate in the operation of financial companies. The teacher shares the corresponding learning materials with the students before class, and the students can learn online independently. The students are required to complete the acquisition of needs in the project and be familiar with the tools needed in the needs analysis stage. If students have any problems in the autonomous learning stage, they can communicate and discuss with teachers online in a timely manner. It is necessary to strengthen the training of existing teachers and encourage professional teachers to actively analyze and study OBE concepts and specific implementation methods and strategies to scientifically master their core ideas and implementation means. Colleges and universities should also provide scientific guidance to teachers, strengthen the communication between OBE theory teachers and practice teachers, effectively promote the combination of OBE theory and practice, and promote the scientific development and effective progress of OBE ideas and models under mathematical finance.

#### 4.3 Establish Multi-assessment System

Table 1: Course assessment results before reform based on OBE

Score	Number of students	Proportion
90-100	2	4.2%
80-89	12	25.0%
70-79	18	37.5%
60-69	13	27.1%
0-59	3	6.3%

Table 2: Course assessment results after reform based on OBE

Score	Number of students	Proportion
90-100	5	10.4%
80-89	19	39.6%
70-79	14	29.2%
60-69	9	18.8%
0-59	1	2.1%

The traditional teaching evaluation method accounts for a large proportion of exam scores, which leads to students not paying attention to the usual learning process and only reviewing suddenly before the exam. The final learning effect is not satisfactory. The OBE concept emphasizes student-centered, which requires the reform of the traditional assessment and evaluation methods of practical teaching, the adoption of diversified evaluation methods, and the transformation of students' learning center from examination to daily learning. The course assessment based on OBE concept is divided into process assessment (usual performance) and final assessment (final examination) in combination with students' mastery of theoretical knowledge and practical ability to apply technology. The total score of the course is 100 points, of which the usual score accounts for 40% and the final exam accounts for 60%. The usual grades include students' self-study before class, in class schedule and homework after class. Classroom

assignment can be the class assignment of this chapter, and students can share their understanding of knowledge with PPT. The homework after class can be the completion of the practical project, the documentation of each stage in the practice process, the drawing of the PPT report completion, etc. The final examination is mainly to assess students' understanding of the whole software development process, their mastery of basic knowledge, and their ability to solve complex and comprehensive problems by using the knowledge they have learned. For example, Table 1 and Table 2 show the assessment results of students before and after practical teaching. After the adoption of practical teaching, the students' scores have been significantly improved, and their ability to deal with comprehensive problems with the knowledge they have learned has been strengthened, reaching the training goal of the course.

## 5. Conclusion

This paper explores the practical teaching model of finance specialty based on OBE concept, sorts out the key and difficult points in the course, emphasizes updating the teaching content, enriching the teaching forms, and focuses on the cultivation of students' ability to deal with comprehensive problems. The measures improved students' enthusiasm for class and participation in the classroom to a certain extent. The form of course assessment is divided into process assessment and final assessment, which makes the achievement of course objectives more reasonable. The practice shows that the students' achievements and teaching quality have been significantly improved by adopting the practice teaching model.

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