

NEW TEACHING REFORM METHODS OF FINANCE COURSE IN THE DIGITAL ECONOMY ERA

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Abstract: Teaching content and methods of financial courses offered by our school are outdated, and the teaching quality is difficult to improve. With the in-depth development of the digital economy, development of information technologies such as the digital economy, artificial intelligence, and the Internet of Things has promoted the improvement of the efficiency of the financial industry, which has put new requirements and challenges for financial courses. In the era of the digital economy, financial courses need to strengthen innovation and reform, and cultivate talents with professional financial literacy and analysis capabilities. This article is based on the background of the digital economy, and analyzes the current situation and prominent problems of financial course teaching in the era of the digital from the perspectives of textbook updates, teaching content, teaching staff, and teaching resources. The methods of teaching innovation and teaching reform in the era of the digital economy are by integrating the background of the digital economy, aiming at improving the teaching effectiveness of financial courses in the era of the digital economy and the professional skills of students.

Keywords: Digital economy era; Finance; Teaching reform

1 INTRODUCTION

The purpose of courses is to cultivate professionals with a global vision, systematic mastery of financial knowledge and financial theory, professional skills in financial practice, strong social adaptability, and the ability work in banks, securities, insurance and other financial institutions, as well as government departments and enterprises. The content includes basic knowledge and skills in finance, economics, monetary, securities investment, insurance, etc., and carries out investment and financial management and risk control in securities, investment, trust, insurance and other industries. For example:, stock, bond yield analysis, risk assessment and investment management, property, life insurance sales, bank counter business, etc. With the rapid development of digital technology, are the following problems in the existing financial courses.

2 THE REALISTIC PROBLEMS EXISTING IN THE TEACHING OF FINANCIAL COURSES IN THE DIGITAL ECONOMY ERA

2.1 The Course Content Such As Data Technology and Digitization has not been Updated

The rapid development of digital economy has led to the continuous renewal of the knowledge system in related fields. However, the content setting of financial courses has not been able to keep up with this trend in, resulting in relatively backward course content, which can not fully reflect the latest theory and practice of the digital economy era. There is a lack of iteration of textbooks on in the digital economy era. Due to the small demand for textbooks, the need for a certain cycle of revision, and the lack of motivation of authors and publishers, most textbooks have a certain lag and have not been updated in time, which makes it difficult to meet the requirements of teaching. This will lead to a disconnection between theoretical knowledge learned by students and the actual situation, and insufficient knowledge acquisition of financial practice in the digital economy era. At the same time, due to the lag of content, there is a lack or outdated practical cases in the courses. Case analysis is a commonly used method in financial teaching. In the era of the digital economy, cases may have become outdated or lack representativeness. The lack of practical cases with the characteristics of the digital economy era will make it difficult for students to understand and the knowledge they have learned to practice.

2.2 Insufficient Integration of Data Skills and Governance Knowledge

Financial courses in the digital economy era need to integrate knowledge of data analysis and governance. However, some courses currently teach data skills and financial knowledge separately, lacking effective integration of the two. This makes it difficult for students to combine digital economy skills with governance theory and effectively apply them to practical governance problems. Under the traditional teaching mode, there is a significant lack of communication and interaction between teachers and students. In course teaching, the teacher's classroom lectures occupy a dominant position, and the teaching process is relatively monotonous. Under limited class hours, the main goal often becomes to complete the teaching tasks of the syllabus, resulting in poor teaching effectiveness. Although finance courses emphasize the combination of theory and practice, in practical teaching, they often focus too much on

imparting theoretical knowledge and overlook the importance of practical application. Students find it difficult to combine theoretical knowledge with practical cases, resulting in difficulties in understanding and applying the knowledge. Teachers often use a single teaching method, such as lecture method, case analysis method, etc., in the teaching process, lacking innovation and diversity. This not only makes students feel bored, but also fails to stimulate their interest and enthusiasm for learning.

2.3 The Interdisciplinary Collaboration of Teaching Staff Needs to be Strengthened

Financial courses in the digital economy era require teachers who possess both governance knowledge and familiarity with digital economy technology to teach. However, some universities may currently lack such faculty, resulting in uneven teaching quality. The requirements for teaching staff in finance courses in the digital economy era have indeed undergone significant changes. In this context, qualified teaching staff not only need to have a profound theoretical foundation and practical experience in finance, but also need to master digital economy technology and be able to apply data analysis and processing techniques to solve practical problems in finance. Financial teachers in the digital economy era need to have a deep understanding and mastery of the core concepts, mechanisms, laws and regulations of finance, be able to clearly articulate the theoretical framework of finance, guide students to understand the importance of finance, and be able to combine financial theory with practice to provide effective guidance for students. These teachers need to possess knowledge and skills related to the digital economy. They should understand the basic principles, processing techniques, and analytical methods of the digital economy, and be able to apply these technologies to the field of finance. For example, teachers can use the digital economy to analyze and evaluate corporate governance structures, shareholder behavior, executive incentives, and other issues, providing students with data-driven decision support and recommendations.

2.4 Insufficient Support for Digital Technology Facilities and Data Resources

The processing and analysis of the digital economy typically rely on advanced technological infrastructure and resource support. However, some schools or institutions are unable to provide students with sufficient technical support and practical opportunities due to funding, technology, and other reasons, which affects the learning effectiveness of the curriculum. The problem of insufficient technical facilities and resources in finance courses in the digital economy era mainly stems from the rapid development of digital economy technology and the high dependence of finance courses on technology. The digital economy era has put forward higher requirements for the technical facilities of finance courses. In order to effectively analyze and apply the digital economy, it is necessary to equip high-performance computers, storage devices, data processing and analysis software, etc. However, some schools or educational institutions may not be able to provide sufficient technological facilities due to funding, technology, and other reasons, resulting in poor course teaching effectiveness. At the same time, acquiring and integrating digital economic resources is also a major challenge. The finance course requires a large amount of practical data for case analysis, simulation exercises, etc., which are scattered across different institutions and platforms, making it difficult to obtain. And the integration, cleaning, and standardization of data is also a complex and time-consuming process that requires professional technical personnel to operate. If schools or institutions lack these resources, it will affect the practicality and teaching effectiveness of the curriculum. In addition, the update and iteration speed of digital economy technology is very fast, and new technologies and tools are constantly emerging. This requires teachers and technicians in finance courses to constantly learn and update their knowledge and skills to adapt to the development of technology. However, due to insufficient time and energy, some teachers and technicians may not be able to keep up with the pace of technology in a timely manner, resulting in relatively lagging technology applications.

3 REFORM MEASURES FOR FINANCIAL COURSE TEACHING IN THE DIGITAL ECONOMY ERA

3.1 Repositioning the Course Objectives of Finance Based on the Background of the Digital Economy Era

In the context of the digital economy era, the repositioning of the objectives of finance courses is particularly important. This repositioning requires close integration with the development trends of digital economy technology and the practical needs of finance, cultivating high-quality talents with data-driven thinking and innovation capabilities. The objectives of finance courses in the digital economy era mainly include: ① emphasizing data-driven governance decision-making ability. Data has become an important resource in finance in the digital economy era, and through data analysis, the current situation and problems of finance can be more accurately grasped; ② Emphasis is placed on cultivating students' mastery of digital economy analysis methods and technologies, enabling them to use data for financial decision-making, improving governance efficiency and effectiveness, and emphasizing the cultivation of students' innovation and practical abilities. Finance in the digital economy era faces many new challenges and opportunities, requiring continuous innovation and exploration Encourage students to propose new governance concepts and solutions, cultivate their innovation and practical abilities through practical projects, case analysis, and other methods, so that they can adapt to the development needs of the digital economy era; ④ Focusing on cultivating students' interdisciplinary and comprehensive qualities, finance involves knowledge from multiple disciplinary fields, including economics, management, etc. In the era of digital economy, finance needs to be integrated with fields such as

information technology and data analysis.

3.2 Integrating Knowledge of Digital Economy into Finance Education

Choose problems closely related to financial practice as teaching cases to ensure their authenticity and challenge. Integrate the latest theories and practices of the digital economy era to enable students to understand and master the application of the digital economy in finance. In the context of the digital economy era, the teaching content of finance courses needs to be optimized accordingly to adapt to the development of the times and practical needs. The following are several key aspects of optimizing teaching content: ① Introducing digital economy technology and analytical methods. Traditional finance courses may focus more on theoretical knowledge and case analysis, but in the era of digital economy, we need to integrate digital economy technology and analytical methods into teaching. This includes teaching students how to collect, organize, analyze, and interpret digital economy related to finance, as well as how to use this data to assist decision-making and problem-solving. Strengthen the cultivation of data-driven decision-making ability. The decision-making process in finance requires sufficient information and data support. The curriculum should focus on cultivating students' ability to use the digital economy for financial decision-making, including how to identify key data, analyze data trends, and predict future trends. Through case analysis and practical operations, students can personally experience the process and effects of data-driven decision-making. Emphasize the integration of interdisciplinary knowledge. Finance is a comprehensive topic involving multiple disciplines, including economics, management, law, information technology, and more. In the era of digital economy, this interdisciplinary characteristic is even more evident. Therefore, the curriculum should integrate knowledge and methods from different disciplines to form a comprehensive teaching content system, helping students broaden their knowledge horizons and improve their overall quality.

3.3 Innovation of Finance Curriculum in the Digital Economy Era Using PBL Method

Adopting PBL teaching method, students are guided by teachers to engage in self-directed and cooperative learning through group discussions, case analysis, field visits, and other methods. Combining online and offline teaching, utilizing online platforms to provide rich learning resources and interactive opportunities. In PBL methods, problem design is crucial. Teachers need to combine the characteristics of the digital economy era, design practical and challenging questions, and guide students to explore the practical problems of finance in depth. The questions can involve data-driven decision-making, risk management, stakeholder relationships, and other aspects, allowing students to experience the impact of the digital economy on finance through practical operations. Strengthen the cultivation of data analysis skills. In addition, in PBL teaching methods, teachers should focus on cultivating students' abilities in data collection, organization, analysis, and interpretation. They can guide students to use data analysis tools for practical operations, allowing them to improve their data analysis skills in the process of problem-solving. Finance is a multidisciplinary topic, and the application of digital economic technology also requires interdisciplinary knowledge background. In PBL teaching, teachers can encourage students to form interdisciplinary teams and work together to solve problems. Through communication and collaboration among students from different disciplinary backgrounds, knowledge integration and innovative thinking can be promoted. Meanwhile, utilizing digital economy technology to optimize the teaching process. In the digital economy era, teachers can use data analysis tools to monitor and evaluate students' learning processes in real time, understand their learning needs and difficulties, and adjust teaching strategies and provide personalized guidance. Teachers can also use online learning platforms and social media tools to interact and communicate with students in real-time, improving teaching effectiveness.

3.4 Enhancing the Teaching Staff of Finance Courses in the Digital Economy Era

Strengthen teacher training to enhance teachers' understanding and application ability of PBL teaching method. Introduce external experts with practical experience and academic background to participate in curriculum design and teaching implementation. Specifically, it includes: ① strengthening training in digital economy technology and financial theory. Teachers should possess solid knowledge of digital economy technology and financial theory in order to better integrate the two into teaching. By organizing regular training courses, seminars, or workshops, teachers can enhance their understanding and mastery of digital economy technology and financial theory. Encourage teachers to participate in practical projects and research. Practical experience and research results are important supports for improving teaching quality. Teachers should actively participate in financial practice projects, gain a deep understanding of the actual situation and governance issues of enterprises, and conduct relevant research to explore new governance concepts and methods. Through practice and research, teachers can continuously update teaching content and improve teaching effectiveness. Strengthen the introduction and cultivation of interdisciplinary teaching staff. Finance is a multidisciplinary topic that requires a cross disciplinary knowledge background. We should actively introduce outstanding talents with interdisciplinary backgrounds, encourage existing teachers to engage in interdisciplinary learning and research, and form a teaching team with multidisciplinary knowledge. Establish a mechanism for teacher collaboration and exchange. Collaboration and exchange of faculty between different universities, research institutions, and enterprises can promote knowledge sharing and the generation of innovative thinking. Cooperation and exchange with other institutions can be strengthened through establishing collaborative research projects, conducting faculty visits,

hosting academic conferences, and other means to jointly enhance the faculty strength. Pay attention to the professional development and incentive mechanism of teachers. The professional development and incentive mechanism of teachers are important guarantees for enhancing the quality of teaching staff. A comprehensive teacher career development system should be established to provide promotion opportunities and career development paths for teachers. At the same time, by establishing teaching rewards, research achievement rewards, and other methods, teachers are encouraged to actively engage in teaching and research work, improving teaching quality and academic level.

3.5 Enrich Teaching Resources Such As Digital Technology and Data Elements

Establish a financial case library to provide students with rich learning materials. Strengthen cooperation with enterprises and industries, and provide students with practical opportunities and internship positions. Introduction of Digital Economy Case Library: Collect and organize digital economy cases related to finance, including successful and failed cases, for classroom teaching and case analysis. These cases can help students understand the practical application of digital economy in finance, enhance their practical skills and problem-solving abilities. Develop a digital economy experimental platform: Establish a specialized digital economy experimental platform for students to conduct data analysis and experiments related to finance. Through experiments, students can personally operate digital economic tools, explore the patterns behind data, and deepen their understanding of financial theory. Building online courses and learning resources: Utilizing digital economy technology to develop online courses and learning resources, such as video tutorials, e-books, online tests, etc. These resources can provide students with more learning options and help them learn financial knowledge anytime, anywhere. Strengthen school-enterprise cooperation: collaborate with enterprises to jointly develop financial education resources. Enterprises can provide practical data and cases to help schools better understand the actual situation of finance. Meanwhile, schools can also provide theoretical support and talent cultivation for enterprises, achieving mutual benefit and win-win outcomes. Establish a teacher sharing mechanism: Establish a teacher sharing mechanism with other universities or research institutions, inviting experienced and knowledgeable teachers or experts to give lectures or lectures. This can provide students with a broader learning perspective and deeper academic guidance. Utilizing social media and online forums: Social media and online forums are important platforms for students to obtain information and exchange ideas. Teachers can use these platforms to publish teaching resources, organize discussions, and answer students' questions, and engage in real-time interaction with students.

4 CONCLUSION

Innovation and reform in financial education in the digital economy era are important components of modernizing educational management and are key to implementing it. Integrating the background concept of the digital economy era into finance courses can help promote the construction of finance courses and encourage college students to master the basic knowledge and practical abilities of finance in the digital economy era. On the basis of sorting out and analyzing the practical problems existing in the financial courses of the digital economy era, this study proposes reform measures for the teaching of financial courses in the digital economy era, namely repositioning the objectives of financial courses based on the background of the digital economy era, integrating knowledge content such as digital economy into financial teaching, innovating financial courses in the digital economy era, enhancing the teaching staff of financial courses in the digital economy era, and enriching teaching resources such as digital technology and data elements. Therefore, this study explores the reform of financial courses in the digital economy era, guiding students to combine digital economic technology with finance, thereby enhancing their comprehensive quality and truly realizing the digital development strategy. At present, in the process of exploring financial education in the digital economy era, the research on the connotation and application of financial education in the digital economy era started relatively late, and the research content still needs to be enriched, especially from theoretical research to management practice, which still has a long way to go. This study provides constructive suggestions and references for the reform of financial education in the digital economy era.

COMPETING INTERESTS

The author has no relevant financial or non-financial interests to disclose.

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