

Analysis of Comprehensive Practical Training for Financial College Students

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Abstract: Comprehensive practical training is an important part of talent cultivation for financial college students. This article analyzed the positive role of comprehensive practical training for financial college students in talent cultivation. Then, this article pointed out the problems in the comprehensive practical training of financial college students. The comprehensive training software platform does not deeply match the training needs of financial professionals. The attitude of financial college students towards comprehensive practical training is not correct enough. The evaluation of comprehensive practical training scores for financial college students is not scientific and comprehensive enough. Therefore, we put forward corresponding suggestions. Universities should enhance the professionalism of comprehensive training software for financial college students, guide students to attach importance to comprehensive practical training for financial college students, and establish a scientific and comprehensive evaluation system for practical training scores.

Keywords: Comprehensive Practical Training; Universities; Finance Major; College Students; Training Software

1. Introduction

With the rapid development of the economy and intensified competition in the job market, comprehensive practical training for college students has gradually become an important link in higher education. Comprehensive practical training for financial college students is a practical learning generation approach. Comprehensive practical training can aim at helping college students deepen their understanding. Comprehensive practical training can help college students with mastery of the knowledge they have learned through

practical operations and experiences, too. Comprehensive practical training is usually conducted in the first half of the third year of college. Comprehensive practical training is an important component of college life. Through comprehensive practical training, students can combine the theoretical knowledge learned in the classroom with practical applications. Students can also improve their practical abilities and comprehensive qualities. Students can lay a solid foundation for future employment and career development.

Some scholars have analyzed the problems in the comprehensive practical training of economics majors. the problems include insufficient reserves of professional knowledge, lack of integration of practical training content with the latest financial and tax policies, and the phenomenon of some students being lazy [1-5]. Other scholars have studied the ways in which financial skills can be integrated into comprehensive training for college students. Guiding teachers should strengthen their explanations to help students enter the training role as soon as possible. Students should strengthen self-management. The hardware and software of the comprehensive training laboratory should be upgraded in a timely manner [6-10]. Overall, existing literature has studied the problems and improvement approaches in the comprehensive training of economics major college students, but there is a lack of analysis on the comprehensive training of finance major college students. This research focus on the positive effects of comprehensive practical training, the problems with comprehensive practical training, How to improve the comprehensive practical training for financial college students.

2. The Positive Role of Comprehensive Practical Training in Cultivating Talents

Firstly, comprehensive practical training can improve the innovative thinking and practical abilities of financial college students.

In comprehensive practical training, students need to think independently, actively learn, and solve problems. It helps cultivate their innovative thinking and practical abilities. Taking the comprehensive training platform of the School of Economics and Management at the author's school as an example, this software simulates the entire small business ecosystem society. The students play various types of enterprises and personally participate in it. Comprehensive practical training can enable students to experience the actual business of different enterprises from four dimensions. Four dimensions include supply chain level, enterprise level, department level, and job level. The platform architecture includes core manufacturing enterprises, trade enterprises, industrial and commercial bureaus, tax bureaus, commercial banks, accounting firms, logistics companies, etc. Manufacturing enterprises need to register for industrial and commercial taxation. Manufacturing enterprises need also open a bank account and receive funds. Then, manufacturing enterprises need to purchase factories, factories, raw material warehouses, and finished product warehouses to establish production lines. Manufacturing enterprises also need to purchase raw materials. Manufacturing enterprises need organize production and sell products. Manufacturing enterprises need generate profits and plan production for the next quarter, too. The entire training process highly simulates the actual operation process of the enterprise. It requires students to actively think and boldly explore the market. Comprehensive practical training can effectively exercise the innovative thinking and practical abilities of financial college students.

Secondly, comprehensive practical training can cultivate the teamwork and communication skills of financial college students.

In comprehensive training, students need to collaborate with other classmates to complete projects. Comprehensive training can help cultivate their teamwork and communication skills. Taking the comprehensive training platform of the School of Economics and Management at the author's school as an example, manufacturing enterprises include production department, procurement department, marketing department, enterprise management department, sales department,

and finance department. Manufacturing enterprises have a total of 6 departments and 6 positions. Positions include one CEO. Trading enterprises include procurement department, marketing department, enterprise management department, sales department, finance department. Trading enterprises have a total of 5 departments and 5 positions. Positions include one CEO. The Industrial and Commercial Bureau includes the Director, the Commissioner for Establishment, and the Annual Inspection Commissioner. The tax bureau includes the director, establishment commissioner, and annual inspection commissioner. Commercial banks include governors, establishment commissioners, and loan commissioners. Accounting firms include directors, establishment specialists, and audit specialists. Logistics companies include CEOs, establishment specialists, and sales representatives. Every enterprise and government department is a team. The normal operation of the enterprise and government department requires good communication and collaboration among team members. Manufacturing enterprises need to ask logistics companies for assistance in transportation when they purchase raw materials. After the manufacturing enterprise produced the product, it needs to ask the trade department for assistance in sales. Manufacturing enterprises need to have an accounting firm to audit their financial reports at the end of the year. In addition, manufacturing enterprises also need to pay various taxes to the industrial and commercial tax authorities. Manufacturing enterprise funds transfer needs to be done through a bank. Therefore, there is interaction between enterprises. There is interaction between enterprises and government departments, too. During the comprehensive training process, the teamwork and communication skills of financial college students are honed and improved.

Thirdly, comprehensive practical training can enhance the professional literacy and employment competitiveness of college students.

There are three reasons for this. Firstly, comprehensive practical training can expand the knowledge and skills of college students. Through comprehensive practical training, students can learn about different industries, enterprises, and work methods. Thereby

students can master new knowledge and skills. students can also improve their overall quality. Then, comprehensive practical training can enhance the professional awareness and literacy of college students. Comprehensive practical training can help students gain a deeper understanding of the career development direction of their major. Comprehensive practical training can also help students gain a deeper understanding of the responsibilities and requirements of their job positions. Thereby comprehensive practical training can improve their professional awareness and literacy. It can lay a solid foundation for future employment. In addition, comprehensive practical training can increase the professional experience and competitiveness of college students. Comprehensive practical training provides college students with the opportunity to interact with corporate business. Comprehensive practical training also provides college students with the opportunity to participate in simulation work. College students can accumulate professional experience and enhance competitiveness. Therefore, college students can facilitate a smoother finding of their ideal job after graduation. Finally, during the comprehensive training process, the school also adds innovation and entrepreneurship training for college students. Innovation and entrepreneurship training has achieved the unity of knowledge education, skill education, and emotional education. Innovation and entrepreneurship training focuses on cultivating the innovative, enterprising, and adventurous spirit of college students. It can improve their management skills. It can also stimulate entrepreneurial enthusiasm. It can enhance their entrepreneurial quality and research achievement transformation ability, too. This enables them to continuously develop their abilities according to the new requirements of the knowledge economy. This enables them to adapt to and lead the development of the new economy. Innovation and entrepreneurship training can improve students' career survival and development abilities. Thereby Innovation and entrepreneurship training can enhance their job competence.

3. Problems in the Comprehensive Practical Training Process

Firstly, the comprehensive training software platform emphasizes comprehensiveness mostly. It does not deeply match the training needs of financial professionals.

Due to funding and budget constraints in some universities, the college emphasizes cross disciplinary characteristics when the college is purchasing a comprehensive training software platform. It is hoped that a platform can be used by all students of the School of Economics and Management. This choice makes software platform difficult to accurately match the needs of talent cultivation for financial college students. Taking the comprehensive training software platform purchased by the author's college as an example, although there is a banking department in the software system, the number of students that can be arranged is limited. The enterprise department also has investment and financing needs, but it is not a core job. The financial students cannot practice all the financial professional businesses they have learned. Even if some universities purchase comprehensive training software for financial college students, the training effect is still difficult to meet all the needs of financial talent cultivation. One of the reasons is that the training platform may not have been specifically designed for all the needs of the finance major. It will result in a mismatch between the platform's functions and the teaching needs of the finance major. The second reason is that the financial industry is a rapidly changing industry. Therefore, the training platform may not be updated and upgraded in a timely manner. It will result in a mismatch between the platform's functions and the new needs of the financial industry.

Secondly, students' attitude towards comprehensive practical training for financial college students is not correct enough.

Before the practical training, the author conducted a comprehensive survey on the attitudes of 88 students in their class towards practical training. 52 students think it is very important, 26 students think it is relatively important, 9 students think it is average important, and 1 student thinks it is not important. The percentages are shown in Table 1. There are four specific reasons for this phenomenon. Firstly, some students may not

fully recognize the role of practical training in enhancing their professional skills and professional literacy, thus they lack emphasis on practical training. These students also treat their studies differently. They will study seriously if they think that courses are useful to them. They will muddle through the courses if they think the courses are not useful. They only pursue passing grades. However, some students do not have a deep understanding of the finance major. They believe that they can quickly get started in their work as long as they learn theoretical courses well. Therefore, their attitude towards practical training is not correct enough. These students even include some classmates with good academic performance, who do not pay attention to hands-on ability training. This situation occurred in the class led by the author. A diligent and inquisitive student was careless during the comprehensive training process. Her mistake resulted in a banking operation error. The error required all students to register. The error delayed the overall progress of the training. In addition, some students may not be satisfied with the content and methods of practical training. They believe that the training content does not match their majors. They think that the teaching methods are not vivid and interesting enough. It results in a lack of interest in practical training among students. During the comprehensive practical training process, there are courses on innovation and entrepreneurship for college students. Many students believe that they cannot start a business. Many students also believe that they do not have the ability to innovate. So they do not take the courses seriously enough. Finally, some students may have concerns about the future employment situation and career development. They believe that practical training is not very helpful for future employment and career development, thus they lack enthusiasm for practical training. In the comprehensive training class that led by the author, there were such students who still read the postgraduate entrance examination books during the comprehensive training. They intentionally took leave to hide in a certain classroom to review the postgraduate entrance examination. Other students in the same group were very dissatisfied.

Thirdly, the evaluation of comprehensive practical training scores for financial college

students is not scientific and comprehensive enough.

Table 1. Survey on Comprehensive Training Attitudes of Financial College Students

Student attitude	Very important	Relatively important	Generally important	Not important
Proportion	59.09%	29.55%	10.23%	1.14%

There are several reasons for this. Firstly, the evaluation criteria for practical training results are not clear. Some practical training courses lack clear performance evaluation standards. It results in a high degree of subjectivity in grading. A high degree of subjectivity in grading affects the fairness and objectivity of grades. Taking the comprehensive training provided by the author as an example, the entire training process included team building, company recruitment poster production, company recruitment promotion, establishment of factories, production and sales of products, year-end tax reporting, and annual review. Finally, the student union need submit a comprehensive training report. There was no clear regulation on the proportion of each practical training part in the total score evaluation, so teachers could only give an overall score. Secondly, the basis for evaluating practical training results is insufficient. Some training courses only focus on the final training report or test scores. These training courses don't fully consider students' performance and practical abilities during the training process. It results in incomplete and fair evaluation of grades. Some students have strong hands-on skills. They are good at thinking and innovation during the practical training process, but their final practical report writing abilities are slightly lacking. Therefore, their overall performances are not high. Some students are lazy in the training process. They always wait for the help and assistance of other students, but their training report is written very standardized and beautiful in the end. They can also receive a certain score. Teachers hope to accurately assess students' grades, but the system does not have a function to accurately assess students' level of effort. Because there are too many students in comprehensive practical training, the teachers cannot be perfect. Finally, the feedback on the evaluation of practical training results is not timely. Some practical training software does not provide timely feedback on grades. It results in students being unable to understand

their shortcomings and problems in a timely manner. Students are unable to make timely improvements and improvements. Although the comprehensive training software platform evaluates the quarterly business performance of each enterprise and scores students, it does not specify the time and quality of student participation during the training process. Therefore, throughout the training process, students were unable to anticipate their final performance. Students are also unaware of the shortcomings exposed during the practical training process. Students do not know how to improve. During the author's quarterly switch, some groups made faster progress and completed it in a timely manner, while others made slower progress and needed teachers to delay the quarterly switch. There are significant differences among each group. There are also significant differences in individual students' abilities. In these situations, it is difficult for comprehensive training software platforms to accurately evaluate students' performance. For students, the comprehensive training process has not formed a positive feedback system.

4. Improvement Suggestions for Comprehensive Practical Training of Financial College Students

Firstly, universities should enhance the professionalism of comprehensive training software for financial college students. Universities should strengthen communication and cooperation with software manufacturers. Universities should also provide feedback on the shortcomings of practical training software. Universities can strengthen on-site inspections of financial institutions and enterprises to understand their actual business processes and operations. Therefore, practical training software can simulate real business scenarios and operational processes in comprehensive training process. Furthermore, universities and software companies also need to strengthen cooperation with professionals in the financial industry. Universities and software companies can invite them to participate in the evaluation and design of training software, in order to improve the practicality and pertinence of the training software. In addition, if economic conditions permit, universities also need to update comprehensive training software in a timely manner to keep pace with the latest

developments and technological advancements in the financial industry. Finally, universities should also strengthen practical guidance and training for students majoring in finance, so students can improve their comprehensive practical skills and level.

Secondly, universities should guide students to attach importance to comprehensive practical training for financial college students.

Universities should strengthen the promotion and guidance of the importance of comprehensive practical training for students. Universities should also clarify the importance of comprehensive practical training for their future career development, in order to improve students' understanding the importance of comprehensive practical training. Furthermore, universities should try to stimulate students' interest and enthusiasm by introducing real cases and practical teaching content, so that students can feel the practicality and interest of comprehensive practical training. Once again, universities should strengthen the management and supervision of students. Universities should also establish a sound training discipline and evaluation mechanism. It can standardize students' training behavior and improve students' seriousness towards practical training. Finally, universities should provide appropriate incentives and rewards to encourage students to actively participate in comprehensive practical training. It can improve their sense of identification and achievement towards comprehensive practical training.

Thirdly, universities should establish a scientific and comprehensive evaluation system for the comprehensive practical training results of financial college students.

Universities should comprehensively consider students' practical training attitudes, skill levels, teamwork, and other aspects. Universities should establish reasonable scoring standards, so universities can objectively and fairly evaluate students' comprehensive practical training performance. Furthermore, universities should strengthen the management and supervision of the comprehensive training process. Teachers should regularly inspect and supervise students' practical training processes. Teachers should understand students' progress and difficulties. Teachers should promptly identify problems and provide guidance. Then, universities should introduce multi-

dimensional comprehensive training evaluation methods. In addition to teacher evaluation, methods such as student self-evaluation and group mutual evaluation can also be introduced to comprehensively evaluate students' comprehensive training performance from multiple perspectives. Once again, universities should establish a comprehensive training feedback mechanism. Timely feedback of evaluation results to students can help them understand their strengths and weaknesses. Timely feedback of evaluation results can promote their improvement and improvement. Finally, universities should strengthen cooperation with financial institutions and enterprises. Universities can invite industry experts to participate in evaluations. Universities can introduce industry standards into comprehensive training performance evaluation. It can improve the practicality and pertinence of comprehensive training evaluation.

5. Conclusions

In summary, comprehensive practical training has three positive effects on the cultivation of financial college students. Comprehensive practical training can improve the innovative thinking and practical abilities of financial college students. Comprehensive practical training can cultivate the teamwork and communication skills of financial college students. Comprehensive practical training can enhance the professional literacy and employment competitiveness of college students. There are three major problems in the comprehensive practical training of financial college students. The comprehensive training software platform does not deeply match the training needs of financial professionals. The attitude of financial college students towards comprehensive practical training is not correct enough. The evaluation of comprehensive practical training scores for financial college students is not scientific and comprehensive enough. Therefore, universities should enhance the professionalism of comprehensive training software for financial college students. Universities should guide students to attach importance to comprehensive practical training for financial college students. Universities should establish a scientific and comprehensive evaluation system for practical training scores.

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