Investigation about the practical teaching effect of financial transformation colleges and the research on the construction of evaluation model

Xuehong Zhao, Yao Xu
School of Management, Harbin Finance University, Harbin, China

Corresponding author and e-mail: Xuehong Zhao, 23212949@qq.com

Abstract. Practical teaching is an effective approach to consolidating theoretical knowledge and deepening theoretical cognition, and also the important means to cultivate students to master scientific methods and improve their operational capacity. From the perspective of cultivating students' occupational capacity, on the basis of reading lots of relevant references, the questionnaire is designed from several aspects, including the teaching methods, teaching mode, course evaluation, the enhancement of occupational capacity and the setting of practical teaching and designed to know about the feelings of students about practical teaching as well as to evaluate on relevant practical teaching conditions. Besides, it has also carried out factor analysis and regression analysis on investigation data respectively, and extracted four factors of occupational adaptability, occupational action capacity, practical teaching design and practical teaching assistance from the enhancement of occupational capacity and the setting of practical teaching. In combination with the questionnaire result and the four extracted factors, corresponding improvement thoughts are put forward based on the objective of building the practical teaching system focused on enhancing occupational capacity, establishing and perfecting practical evaluation system and teaching assurance system.

1. Introduction

Practical teaching is the generic term for all teaching activities, in respect of theoretical teaching. It is an effective approach to deepen theoretical cognition, and consolidate theoretical knowledge, so that students can know about theoretical knowledge, cultivate students to master scientific method, form the scientific attitude that combines theories with practice, and improve students' comprehensive practical capacity under certain actual scenes. Marketing Practical Training Course is a course set to further improve students' occupational capacity. In the course, the basic objective is to cultivate students' practical skills and help students understand and master theoretical knowledge, supplemented by exercising students' organizing capacity and cultivating students' occupational quality. Besides, students can make decisions independently, participate in competition, and give full play to the subjective initiative to study in the entire practical teaching process.

Practical training can help students get familiar with the theoretical system of marketing and the marketing environment, establish the marketing concept and innovation awareness in the modern market, know about how to carry out market investigation and make marketing plan, initially master all marketing strategies and the comprehensive utilization, control the comprehensive application of marketing dynamically, cultivate students' capacity to design investigation plan, carry out reference
research, field observation research, questionnaire design, collect investigation data, write plans and the teamwork capacity as well as other skills required for marketing.

2. Research Program Design
Students attending Marketing Practical Training course are selected in the investigation as the tested objects, to fill in the questionnaire. Lots of domestic and overseas relevant references were checked, to design questionnaire based on the current questionnaire and model. The questionnaire consists of the title, description letter, background and the main part of the questionnaire.

The main part of the questionnaire is designed with closed questions related to the teaching method, teaching contents, teaching mode, course evaluation and other aspects, and is also set the suggestions of practical teaching as open questions. In respect of the enhancement of occupational capacity and the evaluation on the setting of practical teaching, Liker five-point scale is applied in the investigation, of which occupational capacity can be divided into 8 aspects, including thoughts creation capacity, and teamwork capacity, and then investigation is carried out, in respect of students’ evaluation on the enhancement of occupational capacity as well as the evaluation on the setting of practical teaching in 8 aspects, including hardware equipment, and teaching environment. Adopt five-point measurement method for scoring; record 1 point, 3 points and 5 points respectively to express dissatisfied, general and satisfied. In order to improve the scientific validity of the questionnaire, and check the quality of the questionnaire, we can obtain suggestions from experts, teachers and students in the form of paper questionnaires and electronic questionnaires, and modify the questionnaire based on feedback opinions. Test partial students and classrooms in a small scale, revise all titles repeatedly, and form the final questionnaire.

3. Analysis on the Scale Investigation Result
This investigation involves two scales, including the enhancement of occupational capacity and the evaluation on the setting of practical teaching.

Reliability is the measurement of reliability for the data obtained from questionnaires, and refers to the reliability and stability of measuring results as well as the consistency of measurement. Consistency coefficient, Cronbach's Alpha is adopted in the paper for reliability analysis. The value range of Cronbach's Alpha is 0-1. If the value is bigger than 0.7, this indicates that the questionnaire has a higher reliability. SPSS22.0 statistic software is adopted to carry out reliability analysis for two scale. We can obtain Cronbach's Alpha value for two scales related to the enhancement of occupational capacity and the setting of practical teaching, which are respectively 0.907 and 0.85, indicating that the questionnaire has higher reliability in the design of contents. KMO value is respectively 0.881 and 0.805. The significance of Bartlett sphericity test is 0.000, which has met the level of significance, and indicated that the relevant matrix of the scale has general factors, and correlation, so it is suitable for factor analysis.

3.1. Factor analysis

3.1.1. Evaluation scale for the promotion of occupational capacity
As can be seen from the characteristic value, the characteristic value for the first factor is 4.904, which occupies about 38.257% of the variance. Select characteristic value bigger than 1, extract the former two factors in Factor process, and the characteristic value totally occupies 74.902% of the variance, which indicates that the former two factors have provided most of the information related to the raw data. In respect of factor selection, it requires to find out the index with bigger factor loading capacity after rotation. According to the method adopted by Michael Tracey et al., the requirement for the index is to control the load capacity in one factor at more than 0.5, and the load capacity in other factors at less than 0.4. Otherwise, it shall be removed, and indexes shall be adjusted to 7 from 8. According to the characteristic value of the extracted factors and the gravel figure display, extract 2 factors for naming.
Table 1. Evaluation Factor Naming Related to the Enhancement of Occupational Capacity

| Factor | Contained information | Factor naming                  |
|--------|-----------------------|--------------------------------|
| X1     | Marketing and planning capacity, teamwork capacity, understanding and innovative capacity as well as interpersonal communication capacity | Occupational adaptability |
| X2     | Business negotiation capacity, autonomous learning capacity, and thinking creation capacity | Occupational action capacity |

Table 2. Load Matrix for the Evaluation Factor Related To the Enhancement of Occupational Capacity

| Components                        | 1     | 2     |
|-----------------------------------|-------|-------|
| Marketing and planning capacity   | .866  |       |
| Teamwork capacity                 | .804  |       |
| Understanding and innovative capacity | .787  |       |
| Interpersonal communication capacity | .736  |       |
| Business negotiation capacity     |       | .862  |
| Autonomous learning capacity      |       | .836  |
| Ideological creation capacity     |       | .810  |
| Market investigation capacity     | .505  | .681  |

Figure 1. Gravel Figure for the Evaluation of Occupational Capacity Enhancement

3.1.2. Evaluation scale for the setting of practical teaching
As can be seen from the characteristic value, the characteristic value for the first factor is 3.962, which occupies about 36.072% of the variance. Select characteristic value bigger than 1, extract the former two factors in Factor process, and the characteristic value totally occupies 63.902% of the variance, which indicates that the former two factors have provided most of the information related to the raw data.
Table 3. Evaluation Factor Naming for the Setting of Practical Teaching

| Factor | Contained information                                                                 | Factor naming                      |
|--------|--------------------------------------------------------------------------------------|-------------------------------------|
| X3     | Evaluation mode, post setting, the interaction of teachers and students, teacher team, and course contents | Practical teaching design           |
| X4     | Hardware equipment, teaching environment, schedule arrangement                        | Practical auxiliary conditions      |

Table 4. Load Matrix for the Evaluation Factor Related to the Setting of Practical Teaching

| Components | 1    | 2    |
|------------|------|------|
| Examination mode | .804 |      |
| Post setting     | .791 |      |
| Interaction of teachers and students | .786 |      |
| Teaching staff   | .646 |      |
| Course contents  | .632 |      |
| Hardware equipment | .886 |      |
| Teaching environment | .803 |      |
| Schedule arrangement | .696 |      |

Figure 2. Gravel Figure for the Evaluation of Occupational Capacity Enhancement

3.2. Regression analysis
In respect of overall evaluation, the questionnaire is designed with two questions, i.e., the enhancement of occupational capacity is realized as expected; and course study can contribute to the combination of theory and practice. SPSS22 is applied to carry out regression analysis on factors influencing satisfaction and the overall evaluation result, and the result is as shown in the following table:
Table 5. Regression Coefficient Table Indicating the Enhancement of Occupational Capacity is Realized as Expected

| Model                        | Non-standardization coefficient | Standardization coefficient | T     | Significance |
|------------------------------|---------------------------------|----------------------------|-------|--------------|
|                              | B      | Standard error | Beta  |             |              |
| 1 (Constant)                 | 4.258  | .050           | 84.441 | .000        |
| Occupational adaptability    | .134   | .051           | .187  | 2.641        | .009         |
| Occupational action capacity | .119   | .051           | .166  | 2.344        | .020         |

As can be seen from the Regression Coefficient Table Indicating the Enhancement of Occupational Capacity is Realized as Expected, Sig value for the two factors is less than 0.05, and can exert obvious influence on realizing the enhancement of occupational capacity as expected. According to the judgment based on the standard coefficient, the occupational adaptability is 0.187, which is 0.166 bigger than the practice auxiliary conditions. Besides, it has a more obvious influence on marketing and planning capacity, teamwork capacity, understanding and innovative capacity as well as interpersonal communication capacity in occupational adaptability.

Table 6. Regression Coefficient Table Indicating the Enhancement of Occupational Capacity is Realized as Expected

| Model                        | Non-standardization coefficient | Standardization coefficient | T     | Significance |
|------------------------------|---------------------------------|----------------------------|-------|--------------|
|                              | B      | Standard error | Beta  |             |              |
| 1 (Constant)                 | 4.258  | .049           | 86.018 | .000        |
| Practical teaching design    | .150   | .050           | .210  | 3.019        | .003         |
| Practice auxiliary conditions | .150   | .050           | .210  | 3.019        | .003         |

As can be seen from the Regression Coefficient Table Indicating the Enhancement of Occupational Capacity is Realized as Expected, Sig value for the two factors is less than 0.05, and can exert obvious influence on realizing the enhancement of occupational capacity as expected. According to the judgment based on the standard coefficient, the practical teaching design is 0.21 bigger than the practice auxiliary conditions. Besides, it has a more obvious influence on evaluation mode, post setting, the interaction of teachers and students, teaching staff, and course contents in the practical teaching design.
Table 7. Regression Coefficient Table Indicating that Course Study Can Contribute to the Combination of Theory and Practice

| Model                        | Non-standardization coefficient | Standardization coefficient |
|------------------------------|---------------------------------|-----------------------------|
|                              | B     | Standard error | Beta  | T     | Significance |
| (Constant)                   | 4.205 | .072           | .158  | 58.121 | .000         |
| Occupational adaptability    | .161  | .073           | .176  | 2.220  | .028         |
| Occupational action capacity | .180  | .073           | .176  | 2.475  | .014         |

According to the Regression Coefficient Table Indicating that Course Study Can Contribute to the Combination of Theory and Practice, Sig value for the two factors is less than 0.05, and can exert obvious influence on contributing to the combination of theory and practice by course study. According to the judgment based on the standard coefficient, the occupational action capacity is 0.176, which is 0.158 bigger than the occupational adaptability, and effect is more satisfactory, in respect of the evaluation method, post position, the interaction of teachers and students, teacher team, course contents in occupational action capacity.

4. Thoughts to Improve Practical Teaching

According to the investigation result, Marketing Practical Training course is held as important by students, and 61.9% students think that the practical teaching course of Marketing Practical Training is extremely important, while 31.43% students think that the course is relatively important, and 6.67% students think that it is not that kind of important. The practical teaching course of Marketing Practical Training can improve professional knowledge and skills, but some students also express that practical teaching still has many problems. It has an unsound practical teaching system, and its practical teaching mode cannot link with social demands seamlessly. Besides, it is also unsound in cultivation measures and systems, which can occupy 57.14% and 56.19% respectively. Secondly, it is held that problems in practical teaching lacks of advanced teaching concept, and cannot motivate students' interest to study and the teaching methods are old-fashioned, and the two options that can easily cause learning fatigue respectively occupy 28.57% and 23.81%. Besides, factors restricting the development of practical teaching, including the insufficient enthusiasm of students, insufficient emphasis of the management level, unreasonable teaching design, insufficient expenditures and unsound evaluation system should also be solved urgently. Relevant suggestions are as follows:

4.1. Adhere to people-first, and build the practical teaching system focused on improving the occupational capacity

According to the questionnaire result, the most suitable mode to optimize practical teaching as far as students can think of is to perfect practical training facilities in the school at the selection rate of 78.1%, and perfect practical teaching evaluation system, innovate practical training method and the contents of practical training. The selection rate for these three options is 66.67%, 50.48% and 68.57% respectively. By combining with the factor analysis result, occupational adaptability includes marketing and planning capacity, teamwork capacity, understanding and innovative capacity, and interpersonal communication capacity. The occupational action capacity includes business negotiation capacity, autonomous learning capacity and thoughts creation capacity. Occupational adaptability can cultivate students’ persistence to overcome difficulties in occupational practice, encourage students to take an active part in the course of explosive study, and closely connect with professional development trend. As thinking orientations are guided in class, and open homework is arranged after class, it
encourages students to think actively, exploit students' thoughts, actively create spaces for students to think and explore, solve problems by personal endeavors, and reinforce their confidence in study. Occupational action capacity cultivates the students' capacity to adapt to work demands, obtain new knowledge and new skills and make improvement based on basic professional knowledge and skills. Students' occupational action capacity is mostly cultivated through the comprehensive training of professional capacity, method capacity and social capacity and overall study. It emphasizes on integrating into actual scenes, and regarding the investigation result about the teaching methods (optional) held by students as effective, with the highest selection rate reaching up to 83.81% as the scene for simulation. The selection rate of role play, case analysis, and students' independent discussion is above 60%. The selection rate of multimedia teaching, special investigation and field guidance is about 30%, and students' selection rate of traditional teaching method is only 12.38%. As can be seen from the data, students prefer the teaching mode of scenario simulation, role play, case analysis, etc. As the saying goes, experience is the best teacher. By the mutual iteration of theoretical teaching and practical teaching, it is aimed to make students truly feel about the enterprise environment, and improve professional capacity while experiencing the enterprise system requirements and enterprise culture.

4.2. Establish and perfect practical evaluation system
Achievement evaluation is a systematic, complicated and careful work. On one hand, it is requested to normalize the method to evaluate the tutor, who shall not only has the capacity to guide students in business operation, but also the capacity to make detailed records about students' performance, ensure the objectiveness and fairness of achievement evaluation. On the other hand, it is to formulate the method to evaluate students' performance, issue in the form of teaching documents, and raise students' attention, to ensure the practical teaching effect. As for the selection of evaluation contents, both knowledge and capacity should be focused in evaluation, especially students' comprehensive quality and practical innovation capacity. In respect of the investigation about the evaluation mode, 58% students think that the evaluation of course training process can decide their performance, and 19% students select test paper grading as the form of course evaluation. Investigation result also indicates that it's necessary to exert effective restriction and supervision in the course learning process of Marketing Practical Training.

In respect of the investigation about whether the current course evaluation mode can reflect the actual level", the ratio of people who think that the current course evaluation mode can partially reflect the actual level of students occupies the most, i.e., 62.86%, 20% people think that it can practically reflect the actual level; 14.29% people think that it can only reflect the general level, while 2.86% people think that it cannot reflect the actual level at all. In respect of the evaluation mode of practical teaching, adopt closed written examination, open written examination, oral test, simulated operation, case analysis report, plan design and other diversified examination and evaluation modes based on course characteristics; In respect of judging students' academic achievements, carry out the reform of the traditional academic evaluation system that focuses on the final examination result, and add various grading methods, such as unit test, class discussion, and the evaluation of operating skills. Promote students to develop comprehensively in both personality and capacity by the reform of examination and evaluation method.

The evaluation subject and evaluation contents of practical teaching should be diversified, and teachers should mainly examine whether students can complete the practice in each phase as well as the basic operation of practical training projects on schedule, whether they can truly understand relevant theoretical knowledge and solve actual problems with theoretical knowledge; Students' evaluation includes students' self-evaluation, students' mutual evaluation and group member evaluation. In respect of students' self-evaluation, it requires students to evaluate personally and objectively considering the performance, participation intention, the improvement of relevant occupational capacity in the practice process. As for the mutual evaluation of students, it is applicable
to specify objects for students to specify randomly before implementing the practice, and students should focus on themselves and others simultaneously in the practice process.

4.3. Perfect practical teaching assurance system
The assurance system is the support to build integrated practical teaching system. It is also requested to focus on the design of practical teaching based on the questionnaire result, make students experience the actual task environment and reinforce adaptability. Reinforce the construction of teacher team, integrate the teaching resources at school, cultivate teachers who can be engaged in theoretical teaching and professional guidance and equipped with the occupational practice skills that can be synchronized to social economics and technical updating, and provide basic assurance for the occupational capacity of students. Focus on building teacher team, provide it with loose and long-term trust and assurance, improve treatment and reinforce motivation.

5. Conclusions
To sum up, schools should be fully aware of the importance and urgency of occupational practice teaching, build a reasonable and efficient practical teaching system that is oriented to employment and based on capacity, cultivate students’ comprehensive professional skills and occupational quality, reinforce the adaptability of students to working posts and working environment by enhancing occupational practice education, realize “zero-distance” docking of learning contents and future work as well as “zero-distance” transmission from graduation to employment, and improve students’ competitiveness in employment market.

Acknowledgement
Fund project: Major Entrusted Project for the Research on the Reform of Higher Education and Teaching in Heilongjiang Province in 2017 (Task No.: SJGZ20170028).

References
[1] Jing Shi et al. Exploration for the Route to Improve the Vocational Quality of College Students under New Media Background[J]. School Party Construction and Ideological Education, 2017, 03.
[2] Wei Shi. Discussion about the Practical Teaching System in Colleges[J]. Journal of Higher Education, 2013, (7).
[3] Peng Wang. Research on the Practical Teaching System of Applied Colleges under College Transformation Background[D]. Master's Thesis of Xi'an University of Architecture and Technology, 2017.
[4] Jia Wei, Jie Ni, and Yuanzheng Wu. Research on the Creation of Practical Teaching System in Applied Undergraduate Colleges Based on the Cultivation of Occupational Capacity[J]. Experimental Technology and Management, 2015 (03), 207-210.