

Exploring the Teaching Practice and Countermeasures of Curriculum-based Political and Virtuous Awareness Education in Finance Courses in Higher Education Institutions

-- The Example of "Credit Practice" Course

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Abstract: In this paper, we take "Curriculum-based political and virtuous awareness education" as a carrier to explore the educational elements of financial courses in higher education institutions, take "Credit Practice" course as an example, analyze the current teaching situation of finance courses in higher education institutions and put forward the problems to be solved. Finally, the reform of curriculum-based political and virtuous awareness education and evaluation system is carried out in two aspects: teaching system and implementation path.

Keywords: Curriculum-based Political and Virtuous Awareness Education; Teaching System Reconstruction; Implementation Path; Evaluation System Reform.

1. Introduction

With the development of financial market and national economy, the professional ethics and professional spirit of the financial practitioners are increasingly important. Colleges and universities are the native places for educating financial practitioners and carrying social responsibilities. Both the global financial crisis caused by subprime loans in 2008 and the regional Wenzhou private lending crisis in 2011 have showed that strengthening the construction of political and virtuous awareness education of financial practitioners in the financial system is an important guarantee for the normal development of financial work and an inevitable requirement for the future sustainable and stable development of China's financial industry.

Finance majors are the majors most closely integrated with domestic and international situations, national policies and markets, and most graduates are employed in major financial positions in banks, securities, insurance and other industries. Due to its particularity and high risk, the financial industry requires practitioners with good professional ethics. Major in Financial Practice offered by higher vocational colleges and universities, including financial services and management, wealth management, international finance and rural finance, aim to train a group of grassroots people employed in micro and small financial institutions or county financial institutions. The education on professional ethics as well as professional quality in the courses of finance majors in higher education institutions is beneficial to guiding students to form a correct outlook on life and values.

This paper takes the core course "Credit Practice" of finance majors in higher education institutions as an example, and takes the job requirements of the bank credit positions in which they are employed as an entry point to elaborate the author's curriculum-based political and virtuous awareness education practice in the course.

2. The Problems to be Solved in Curriculum-based Political and Virtuous Awareness Education in Credit Courses

Bank credit activities are a typical area of information asymmetry, and there are often many flaws in the contract, and the phenomenon of "contract failure" is very common. A contract alone cannot guarantee that the responsibilities of both parties to the transaction can be fulfilled, and will often produce two major problems: "Moral hazard" and "Adverse selection". This is also the problem that should be solved by the curriculum-based political and virtuous awareness education of "Credit Practice" course.

2.1. Moral Hazard

Moral hazard on the one hand from the credit manager's own negligence, for personal gain with power. The bank credit manager position has good development prospects, holding important lending rights, while the temptation of money. As the main marketing body of the bank's public customers and the first gate of credit risk prevention, the credit manager should pay more attention to honesty and credit, and effectively maintain the bank's reputation and credibility with a high standard of professional ethics. Therefore, curriculum-based political and virtuous awareness education is essential. In the teaching of credit practice courses, the education of professional ethics of credit managers should be reinforced, including honesty and credit, law-abiding compliance, proper style, strict confidentiality, standardized operation, fair competition, quality service, avoidance of personal interest, strict prohibition of commercial bribery, and resistance to insider trading, etc., to reduce the probability of moral hazard.

Another aspect of moral hazard comes from debtors

changing the intended use of the loan privately and engaging in risky investment or speculative activities, with the bank taking the risks associated with such investment/speculation; or evading bank debts in the restructuring and reorganization of enterprises. In the teaching implementation, teachers should require students to be professionally competent and diligent in post-loan management as credit managers, and to ensure that loan funds are dedicated to serve the real economy instead of being diverted to speculative areas such as property speculation, stock speculation, and private lending.

2.2. Adverse Selection

There is often a risk of adverse selection of the bank loan funds, that is, lower risk enterprises withdraw from the credit market due to high loan interests; leaving higher risk enterprises to pay higher interests, their investment projects gradually shift to higher risk areas, further aggravating the risk of bank loans. Therefore, bank loan funds should not be aimed at profit alone, but also take up the social responsibility of fairness and justice, and commit to the financial support of social and moral responsibility. Teachers should require students to pay attention to the spirit of the central government and real-time political guidance, such as the commercial bank credit based on the "three rural areas"(agriculture, rural areas and farmers) in the past few years, to support farmers and small and micro enterprises; and the national macro environmental protection policy, bank loan funds flow to environmental protection, low-carbon industries, exit "two high and one surplus" - high pollution, high energy consumption, overcapacity industries, and encourage enterprises to fulfill their social responsibility of ecological and environmental protection, etc. Teachers encourage students to optimize credit ecology by responding to the government's credit ethics advocacy as credit managers.

Generally speaking, in the process of construction of "Credit Practice" course, teachers should take "Curriculum-based Political and Virtuous Awareness Education" as a carrier to cultivate students' good professional ethics, business skills and sense of social responsibility of fairness and justice, so as to reduce the two major problems of moral hazard and adverse selection in bank credit activities.

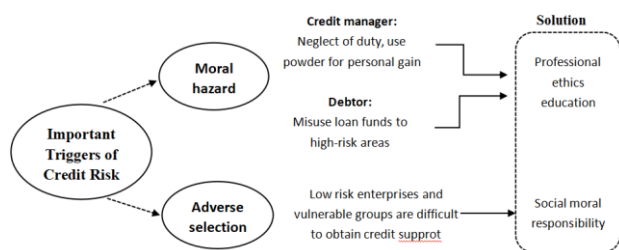


Figure 1. Causes of Credit Risk

3. Curriculum-based Political and Virtuous Awareness Education Teaching System Reconstruction

The construction of "Credit Practice" course is mainly through deepening the reform of teaching method and promoting the curriculum-based political and virtuous awareness education in the course. In the reform of pedagogy, we take "Guideline for the Construction of Curriculum-based Political and Virtuous Awareness Education in Higher Education Courses" as the guide, focus on the elements of professional ethics and politics of the course according to the

construction objectives of the course, reconstruct the course content, teaching implementation path, and reform the evaluation system.

3.1. Course Content Restructuring

In terms of course content reconstruction, the "Credit Practice" course deeply combines professional knowledge with elements of professional ethics and politics, covering aspects as "professional ethics of bank employees", "financial risk prevention" and "social responsibility of financial practitioners". On the basis of the work content of bank credit manager positions to determine the teaching content, according to the course chapters of content: credit business practice foundation, credit rating, credit guarantee business, corporate credit business, bills business, international trade finance, personal credit business, post-loan management and disposal of non-performing assets, the specific settings are shown in Figure 2.

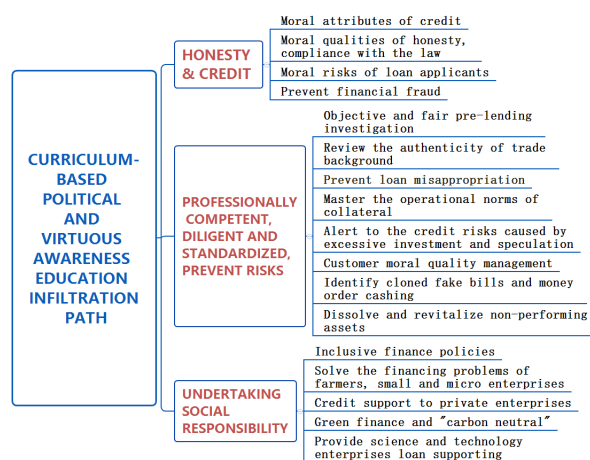


Figure 2. Progressive curriculum-based political and virtuous awareness teaching infiltration system

The course design of "Credit Practice" adopts a progressive curriculum-based political and virtuous awareness teaching infiltration system: the initial stage is introduced with professional ethics education, the deepening stage carries out professional competence and professional quality cultivation, and the sublimation stage requires students to practice the social responsibility of financial practitioners.

3.1.1. Initial Stage - Professional Ethics Education

As an important financial institution, commercial banks bear the burden of national financial security. In the initial stage of the course, attention is paid to cultivating students' professional ethics education of honesty and credit, and compliance with the law. The course includes: understanding the moral attributes of credit and the advantages of bank credit over commercial credit; cultivating students' moral qualities of honesty, compliance with the law, and establishing correct values and concepts of money, refusing commercial bribery; do not grant loans to relatives and relations; pay attention to the moral risks of loan applicants, prevent financial fraud, and promote honest transactions. The initial course content focuses on the "combination of technical theories teaching and professional ethics education", to guide students to have a good performance in the future career.

3.1.2. Deepening Stage - Vocational Competence Development

During the deepening stage of the course, teachers will train professional competence through the teaching of credit

expertise, instruct students to be professionally competent, diligent and standardized as credit managers, to do a good job in pre-lending and post-lending management, to ensure the consistency of loan funds, to serve the real economy and to prevent various financial risks, including: solid financial foundation, to be able to conduct credit rating, to analyze the risk of default; objective and fair pre-lending investigation; avoid conflicts of interest and resist insider trading; review the authenticity of trade background, adhere to the principle of consistency in the lending and using functions of the loans, prevent loan misappropriation, be alert to the credit risks caused by excessive investment and excessive speculation by customers, and establish the concept of credit to serve the real economy; master the operational norms of collateral, recognize the administrative penalties and criminal liabilities associated with non-compliance, prevent financial risks arising from the moral hazard of guarantors, and ensure credit fund security; learn bill audit, identify cloned fake bills and money order cashing, enhance risk compliance awareness and prevent financial fraud and operational risks; carry out customer moral quality management, including risk warning of bad habits, illegal business or gang-related activities; diligently and conscientiously clear bad loans, dissolve and revitalize non-performing assets and maximize protection of bank claims. This stage focuses on the deepening of professional knowledge in terms of professional competence.

3.1.3. Sublimation Stage - Undertaking Social Responsibility of Financial Practitioners

On the basis of the students' professional knowledge and competence, we will carry out the sublimation of the social responsibility of financial practitioners. The investment of bank credit funds should not be aimed at profit alone, but also undertake the social responsibility of fairness and justice, so that everyone can enjoy the right of finance. Teachers will pay attention to the spirit of the central government and current political orientation, and through topical political and economic events discussions, students will understand the current situation of Chinese economy, pay attention to Chinese problems, improve their ability to solve practical problems, and build a firm theoretical foundation.

In the specific lectures, we introduce the hot topics related to finance from the two sessions in recent years, such as supporting private enterprises and optimizing the business environment. In the module of non-performing loan management in the credit practice course, we introduce the case of bankruptcy of Zhuangji, a famous enterprise in Wenzhou, and discuss the story of Zhuangji's overdue loans: Zhuangji Group sought government and bank aids when its capital chain broke, but in the end, most banks refused to renew or withdraw loans from credit risk considerations, which eventually led to the tragedy of Zhuangji's bankruptcy. Combining this typical case with the national policy of supporting the development of private enterprises, he pointed out that banks should not just send umbrellas on sunny days and withdraw them on rainy days, but also educate students to control credit risks and at the same time take social responsibility to help private enterprises financing to relieve their difficulties.

The social responsibility of financial practitioners also includes solving the financing problems of small and micro enterprises, exploring new service models such as inclusive loans and first loan account of enterprises; combining rural revitalization and inclusive finance policies, explaining the importance of loan investment to support the disadvantaged

groups, such as farmers and the "three rural areas", encouraging students to work in rural financial institutions. The students were encouraged to establish the concept of "people-centered", pay attention to the grassroots, people's livelihood and poverty alleviation, and guide their career development to combine with the national rural revitalization; in the aspect of the green finance, the course will discuss how finance can support environmental conservation and low-carbon development and guide investment and industrial planning. Through the teaching mode of current affairs and cases, students are encouraged to think about professional ethics and to respond to the national credit ethics to optimize the credit ecology as credit managers.

3.2. Reconfiguration of Teaching Implementation Path

In the teaching implementation path, the political and virtuous awareness education points are integrated into theoretical teaching as well as practical teaching, forming a teaching system.

3.2.1. Theory Teaching

In the design of the curriculum of theoretical teaching, it takes professional ethics education as well as financial industry norms as the guide, combines the latest national guidelines and policies with the professional quality requirements of banking professionals, establishes the construction objectives of the curriculum-based political and virtuous awareness education, and designs the construction program for senior finance students that integrates the concept of professional ethics education.

The course objective of "Credit Practice" is to let students understand the regulations and requirements of the main loan business of commercial banks, be familiar with the operation process and management points of various types of loans, be able to work in loan marketing, handle and manage loan business, effectively avoid risks, and cultivate bank credit business personnel with a comprehensive knowledge base and business skills, law-abiding compliance, integrity, and a 24/7 business thinking and public relations ability. Therefore, the teaching design will further simulate the work scenes of real credit managers, and each work task module involved in the teaching process should be based on the relevant banking system and regulations, and learn the operation points of each business item by item according to the business operation process, and select the teaching contents according to the development needs of the banking industry and the knowledge, ability and quality requirements needed to complete the actual work tasks of credit positions, and systematize the curriculum-based political and virtuous awareness education. In addition, the professional ethics elements are integrated into the teaching process of each module of professional knowledge, and the teaching forms such as case discussion, case analysis, professional role play, credit investigation, business operation practice and simulation training are used throughout the whole teaching process, so that the teaching of professional knowledge can implicitly penetrate into the curriculum-based political and virtuous awareness education, which can play a major role in supporting or obviously promoting the cultivation of students' professional operation ability and professional literacy.

3.2.2. Practical Teaching

Credit Practice is a mandatory course with strong practicality for employment-oriented courses, and its

knowledge originates from front-line banking business. In addition to theoretical teaching, teachers should guide students to strengthen the curriculum-based political and virtuous awareness education through practical training and on-the-job internship and other practical links. In the practical teaching, reconstruct the implementation paths and methods that match the demand of front-line jobs and can effectively connect with future employment, guide students to go deeper into social practice, pay attention to real-life problems, and cultivate students' professional quality of being worldly-minded, virtuous and skillful.

I. Practical Training Teaching

The practical training teaching corresponding to the professional courses is designed with the "five basic requirements" such as basic quality, basic ability, basic specification, basic business and basic operation of the front-line positions in commercial banks, focusing on the consistency of theoretical learning and practical work. The design of the practical training project is led by the work tasks of bank credit managers, oriented by the work process, introducing real bank projects into the practical teaching, designing the teaching situation according to the work situation, and cultivating students' professional ability and quality to be competent in bank positions. Teachers choose a real enterprise as the object of credit analysis, and require students to simulate an account manager to conduct pre-credit investigation, analyze enterprise financial statements, implement collateral, write enterprise credit reports, and perform the whole process of credit rating, lending, and post-credit management in the credit system, so that students are familiar with the business process of credit management, master the basic skills of credit analysis, learn to operate in compliance, cultivate the comprehensive application ability of bank credit business knowledge, and lay a good foundation for the subsequent credit post work.

II. School-enterprise Cooperation

The graduating class can take advantage of the school-enterprise cooperation of order classes, and invite bank credit managers to teach in the school, teaching business processes of new products such as supply chain finance and loans for technology enterprises, guiding students to discover innovative practices in the field of finance and cultivating a sense of inclusive fiancé and financial innovation.

In addition, students are allowed to carry out on-the-job internship in a real professional environment, such as investigating enterprises with bank credit managers, identifying enterprise loan risk points, ensuring the consistency of use as well as the safety of loan funds, and providing curriculum-based political and virtuous awareness education while cultivating vocational skills. Finally, enterprise mentors are invited to evaluate and guide the students' internship performance.

By incorporating the new business, methods and tools involved in industry positions into practical teaching in a timely manner, the vocational, practical and political requirements of vocational education are fully reflected.

3.2.3. Evaluation System Reform

In the traditional assessment methods of professional course are based on knowledge assessment, and lack of quantitative means for students' political and virtuous awareness. As an important part of a professional course, only by giving a certain weight in the assessment can we motivate students to learn to a certain extent and improve the effectiveness and efficiency of political and virtuous

awareness teaching. Therefore, the course will incorporate the political and virtuous awareness education into the whole process of assessment, combine the latest banking service standards and banking qualification assessment standards, and establish a multiple evaluation system with the parallel assessment of professional ability and professional quality. Combine the theoretical test with credit comprehensive practical training and on-the-job internship performance to check students' ability to solve practical problems. Extend from single evaluation of course teaching and learning effect to multi-dimensional such as ideology and politics, humanistic quality, professional ethics and social responsibility. Teachers understand students' ideological dynamics through their classroom speeches, discussions, and case studies, further communicate and correct their thoughts outside of class with students who have deviated in values, and grade each student on political and virtuous awareness at the end of the semester.

4. Conclusion

Vocational colleges and universities are the frontier of cultivating high-quality technical skill talents, skilled craftsmen and national artisans, and they are the essential institutions to promote higher vocational education to serve the social economy. In this paper, we deepen the pedagogical reform by matching the demands of front-line positions in finance, integrate the Civic and Political elements such as professional literacy and professional ethics into professional teaching resources and teaching process, and explore the political and virtuous awareness reform of professional courses to achieve the integration of knowledge transfer, ability cultivation and value leadership.

The above content is the author's experience sharing and insight on the teaching system and implementation path of the curriculum-based political and virtuous awareness education. The construction of finance courses in higher vocational institutions still needs to be explored in teaching practice to explore more diversified teaching methods, and to cultivate high-quality talents in finance industry with both moral and technical skills, and to adapt to economic and social development.

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