



A Study on the Application of the Concept of "Promoting Learning through Competition" in the Teaching of the Course "Securities Investment"

LI Hongyu

Department of Finance & Economics, Jinan campus of Shandong University of Science and Technology, P.R. China, 250031

***Corresponding Author:** LI Hongyu, Department of Finance & Economics, Jinan campus of Shandong University of Science and Technology, P.R. China, 250031

Abstract: Based on the characteristics of the course of "Securities Investment", the necessity of introducing the concept of "promoting learning through competition" into the teaching of the course is analysed, which can stimulate students' interest in learning, improve students' theoretical and practical ability of securities investment and cultivate students' teamwork ability. Therefore, introducing the content of the competition into the teaching of the course, incorporating the results of the competition into the assessment system of the course, and summarising and reflecting on the results of the teaching in a timely manner can effectively promote the improvement of the teaching effect of the course of "Securities Investment Studies".

Keywords: competition for learning, securities investment, teaching reforms

1. INTRODUCTION

"Securities Investment" has the characteristics of rich theoretical knowledge and strong practicality, and it is easy to stimulate students' enthusiasm and enthusiasm for learning by introducing the concept of "promoting learning through competition" in the teaching of the programme. Common competitions are mainly various levels of college students securities investment simulation trading competition, such competitions require students to master the basic theory of regime investment on the basis of the full use of the learned knowledge of securities investment virtual disk operation, so as to simulate the reality of the financial securities market for the asset pool manipulation scenario, after a period of time to the investment performance as the competition results. Before the competition, professional teachers actively mobilise and organise students who have studied or are studying the course of "Securities Investment" to actively apply for the competition; during the competition, teachers communicate with students in a timely manner on investment strategies and trading performance, and guide students to adjust their investment strategies in a timely manner according to changes in market conditions, etc., and organise students to summarise the results after the competition and write relevant summary materials. This process will encourage students to have a deeper understanding of the basic knowledge and practical experience of this course.

2. THE NECESSITY OF "PROMOTING LEARNING THROUGH COMPETITION" IN THE TEACHING OF THE COURSE "PORTFOLIO INVESTMENT"

2.1. Stimulate Students' Interest in Learning

In the "securities investment" course teaching in the form of "competition for learning" can make students in the process of participation in the formation of "learning to catch up" learning atmosphere, to meet the needs of students to achieve self-realisation, and the competition itself has the competitive ability to fully tap the potential power of students, maximize the students to give full play to their subjective initiative and thinking and innovation ability. The competition itself can fully explore the potential power of students and maximise their subjective initiative and innovative thinking ability. In addition, with the development of society, all kinds of competitions pay more and more attention to the combination of actual social and current affairs, which requires students to take the initiative to

consciously pay attention to the national policy guidance, understanding of social and current affairs hotspots, so that the students in the learning and application of theoretical knowledge at the same time to obtain more social and practical skills.

2.2. Enhancement of Students' Theoretical Level of Portfolio Investment

Students in the process of securities investment competition will encounter some concepts, operating procedures and trading strategies and other aspects of the problem, these problems will prompt the students for the "securities investment" textbook of theoretical knowledge for independent study, and even with the help of the Internet resources or library resources to find relevant information, the theoretical knowledge encountered to carry out a more in-depth understanding and research, so as to form the internal independent learning motivation, and enhance the theoretical level of students in the field of securities investment.

2.3. Enhancement of Students' Securities Investment Practice

In the process of participating in the securities investment competition, students not only need to master the operation of the basic process of the practical aspects of investment (such as account opening, buying and selling securities, stock and bond trading activities, treasury bonds, etc.), but also need to master as much as possible a variety of stock technical indicators and analysis indicators, corporate financial indicators and macroeconomic indicators of the meaning of macro-economic indicators and the law of change, so that from the micro, meso and macro level of the market market in-depth analysis and judge the future trend of securities prices and make appropriate investment decisions. Analyse and judge the future trend of securities price changes, and make appropriate investment decisions. This process requires very professional and practical skills in the securities market. Therefore, participating in securities investment competitions can effectively enhance students' practical investment ability.

2.4. Exercise Students' Teamwork Skills

Securities investment simulation trading competitions are usually participated in teams, usually 3 - 5 people per team. Team members rely on their respective strengths in the division of labour and cooperation, and work together to make investment decisions for the team. This requires team members to communicate with each other, discuss with each other, cooperate with each other, and ultimately achieve excellent team investment performance, so as to achieve the competition results. In the process of teamwork, it is inevitable to encounter differences of opinion and interpersonal relationships, which is a good exercise in teamwork ability. At the same time, the practical teaching mode of "promoting learning through competition" can also cultivate students' independent thinking ability and enhance their learning initiative.

3. THE IMPLEMENTATION PATH OF THE TEACHING CONCEPT OF "PROMOTING LEARNING THROUGH COMPETITION" IN THE TEACHING OF THE COURSE OF "SECURITIES INVESTMENT"

3.1. Introducing Competition Content into the Curriculum

With the increasing development and improvement of modern science and technology, the way students acquire knowledge is also increasing day by day, the traditional teaching mode, which is mainly taught by teachers, is becoming more and more prominent, and the teaching methods of "didactic", "duck-filling" and "drafting" are no longer adapted to the requirements of the current development of the times. The teaching methods of "didactic", "duck-filling" and "cow-dragging" are no longer adapted to the requirements of the development of the current era, and the traditional teaching modes have resulted in the low participation of students in the classroom. Through the way of "promoting learning by competition", the securities investment simulation trading competition is introduced into the teaching of securities investment courses, combined with the requirements of the competition, highlighting the securities investment theory and securities investment analysis in the course of the content of the explanation and learning, so that the students can be divided into tasks oriented to clarify the purpose of learning and mastery of the theoretical knowledge system, which can stimulate the learning motivation and autonomy of the students, and also stimulate the students to learn. In order to stimulate students' learning enthusiasm and autonomy, students can really experience the practical application of portfolio investment in the financial field in the teaching process.

3.2. Introducing Competition Results into the Course Assessment and Evaluation System

All-round practical teaching evaluation not only to assess the degree of mastery of theoretical knowledge, but also to assess the practical ability of students "to race to promote learning" teaching mode will be students in the simulation of the completion of all aspects of the competition into the course assessment system, a comprehensive evaluation of students in the theoretical and practical learning of the whole process of learning effect. Appropriate to actively participate in the competition to be tilted to the students to enhance the enthusiasm of students to participate.

3.3. Careful Feedback and Reflection on Teaching and Learning

Curriculum teaching reform is a long-lasting, continuous optimisation process, and university courses are often offered only once a year, which requires teachers to continue to promote teaching reform measures in the course of teaching for several consecutive classes of students and make timely adjustments according to the implementation of the situation. Therefore, it is necessary to carry out student questionnaires to grasp the intuition and learning of students in the class. Teachers can further optimise and adjust the teaching programme according to students' feedback and assessment results to achieve the goal of optimising the teaching effect of the course.

4. CONCLUSION

The application of "competition for learning" in the teaching of the course "Securities Investment" can stimulate students' interest in learning, enhance students' theoretical and practical ability of securities investment, and also cultivate students' teamwork ability. As a new mode of teaching, "competition for learning" is uniquely challenging, competitive, on-site, operational is the traditional mode of teaching is incomparable, especially in the teaching effect on the embodiment of the high efficiency, in the process of cultivating high-quality financial professionals to play a more and more significant role in the efficacy of more and more important role.

ACKNOWLEDGEMENT

This paper is a research result of the "Wonderful Classroom" project (JCKT2021385) of Shandong University of Science and Technology in 2021.

REFERENCES

- [1] Qi Yongzhi, Jiang Yifan. Exploration of practical teaching mode of "promoting teaching and learning by competition" in colleges and universities--Based on the experience of marketing planning competition of Shanxi University of Finance and Economics[J]. Journal of Shanxi University of Finance and Economics, 2020,4(42):83-86.
- [2] Jie Lu, Xueling Zeng. Research on Innovation and Entrepreneurship Practice Teaching System of Accounting Major Relying on Discipline Competition[J]. Modern Business Industry, 2021, 42(31):156-157.
- [3] Ma Jingbo. Practice and Exploration of "Promoting Teaching and Learning by Competition" in the Teaching Reform of Professional Courses[J]. Journal of Mudanjiang University, 2023, 32(5): 89-94.

AUTHOR'S BIOGRAPHY



Li Hongyu, Work unit: Lecturer, Department of Finance and Economics, Shandong University of Science and Technology, Jinan Campus. I got my Doctor degree from Beijing Jiaotong University (China) in 2023; I got my Master degree from the the University of Manchester (UK) in 2009; I got my Bachelor degree from Shandong University (China) in 2008.

Citation: Li Hongyu. "A Study on the Application of the Concept of "Promoting Learning through Competition" in the Teaching of the Course "Securities Investment"" *International Journal of Humanities Social Sciences and Education (IJHSSE)*, vol 10, no. 9, 2023, pp. 168-170. DOI: <https://doi.org/10.20431/2349-0381.1009021>.

Copyright: © 2023 Authors. This is an open-access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.