

Original Paper

An Investigation into the Teaching Reform Strategy of Securities Investment Course under the Concept of OBE

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Abstract

In the context of educational development, teachers can promote the development of teaching through the organisation of teaching reform activities, giving students more opportunities for independent learning, so as to provide students with a good learning experience, which is conducive to achieving the purpose of improving teaching quality. Therefore, based on the OBE concept, teachers will carry out teaching reform throughout the teaching process of securities investment, based on the lack of the concept of keeping pace with the times and the poor comprehensive effect of course teaching, do a good job of strengthening the integration of course ideology and professional teaching, and strengthening the integration of other disciplines and professional teaching, etc., and make efforts to cultivate investment talents who meet the needs of the times for the society, so as to play an important role in teaching reform.

Keywords

OBE concept, securities investment science, teaching reform

1. Introduction

In 2023, China's stock listing was gradually transformed from audit system to registration certificate, and the registration system related system of stocks was gradually announced, indicating that China increasingly needs investment science talents, and colleges and universities should take up the responsibility of educating people, adapt to the needs of the times, actively promote educational reform, break through the traditional teaching boundaries, realise the cultivation of talents from the perspective of demand orientation, and lead the students to deeply explore the securities investment science the theoretical value and practical significance of teaching reform, and continue to promote the training of

talents, thus putting the teaching reform into practice.

2. Overview of the OBE Concept and the Teaching Reform of the Portfolio Investment Course

2.1 OBE Philosophy

The OBE concept, also known as Outcome-Based Education, mainly refers to the educational concept of student-centred, output-oriented, and continuous improvement based on internal and external needs. The OBE concept stresses the idea of demand-led and discipline-crossing, and in the context of constantly upgrading talent demand, OBE is suitable for the continuous follow-up process of talent cultivation, so teachers can run the OBE concept through the process of teaching reform, and focus on the promotion of the teaching reform progress, which has certain practical significance and value.

2.2 Teaching Reform of Securities Investment Studies Course

Securities investment course is an important basic course in finance discipline, the research object is securities investment activities, mainly teaching students securities trading mechanism, pricing and technical methods, theoretical and applied are very strong. Teaching reform of securities investment course needs to reform and innovate the teaching mode, students need to have a certain theoretical foundation, and then gradually increase the difficulty of theoretical content, constantly improve the depth of teaching, at the same time, follow the customary title and usage, enrich the proper nouns, explain the unfamiliar professional concepts, and promote the students to learn to understand and apply the professional knowledge, to form a complete closed loop of the course teaching, which will cultivate more high-quality talents for the society. This will form a complete teaching loop and help to cultivate more high-quality talents for the society.

3. The Current State of Teaching and Learning in the Portfolio Investment Course under the OBE Philosophy

The 2023 national college graduates reached 11.58 million, an increase of 820,000 year-on-year. Among them, the number of graduates of economic management majors accounted for 7.2%, which ranked third compared with the number of graduates of other majors, indicating that the number of graduates of economic management majors is high, and the quality of talent training for graduates of economic management majors should be controlled and optimised, so as to achieve the purpose of improving the management level. Therefore, the teaching reform of securities investment science course meets the realistic needs of college education.

Teachers of securities investment should do a good job of curriculum teaching reform, according to the actual needs of professional teaching, in-depth analysis of the problems that exist in the course, to find the direction of the course teaching, so as to improve the overall teaching level, in line with the actual needs of the economic management class.

4. Problems in Teaching Portfolio Investment Course under the OBE Philosophy

4.1 Lack of up-to-date Concepts in the Teaching of the Curriculum

Securities investment course teaching and economic and social development does not match the problem, the teacher lacks the concept of keeping abreast of the times, can't put the course teaching into practice, can't do a good job in education and teaching, affecting the teaching effect of the securities investment course, and it is difficult to improve the status quo of the teaching of the course. At the same time, did not grasp the link between professional teaching and course ideology, can not use the course ideology to strengthen the teaching effect of the securities investment course, the talent training programme lacks the support of the course ideology, it is difficult to put the training of talents into practice, which directly affects the results of the training of talents. Teachers did not grasp the direction of teaching reform of securities investment course, can not take the initiative to implement the teaching reform work, ignoring the overall development of students, is not conducive to promoting the overall development of students, the course teaching floats on the surface, disrupting the rhythm of professional teaching and unable to play an important role in the ideology and politics.

4.2 Poor Overall Effectiveness of Course Instruction

When teachers design the teaching activities of the securities investment course, they insist on focusing on the knowledge of the course, ignoring the actual needs of the students, and failing to put the cultivation of talents into practice. At the same time, directly explaining the knowledge points of the textbook, ignoring the latest developments and development trends of the securities investment market, is prone to problems such as the disconnection between the teaching content and the real needs, which is not conducive to improving the teaching level. The securities market develops faster, economic products are constantly innovated, the transaction diversification development, presenting new development trends and rhythms, the teacher did not pay attention to the new development direction of the securities market, the teaching content is out of touch with the real needs, the skills mastered by students are more one-sided, and there is a generation gap between the professional skills and the market demand, which is not able to satisfy the actual needs of the securities investment market and affects the employment effect of the students.

4.3 Narrower Scope of Curriculum Teaching and Learning Expansion

Securities investment is a highly practical course, theoretical knowledge and practical teaching are equally important, but teachers pay more attention to theoretical teaching, and the scope of teaching is narrower, which can't really meet the actual needs of students. On the one hand, it focuses on introducing the essence of portfolio theory, asset pricing theory and other contents; on the other hand, it ignores the actual cases of securities investment, which is difficult to reflect the development and innovation of the financial market, and makes students feel distant from the securities market and financial products, which is unfavourable to strengthening the effect of practical teaching. Based on this form of teaching, students only focus on the theoretical knowledge of the securities investment course, lack of practical teaching support, can not achieve the purpose of improving the level of

economic teaching, affecting the teaching effect of securities investment course. Teachers to expand the scope of the course teaching is narrow, not only can not attract the attention of students, but also does not meet the actual needs of the course teaching reform.

4.4 Insufficient Linkage between Curriculum Teaching and Vocational Needs

There is a certain connection between the teaching of securities investment course and career needs, many colleges and universities in the course of teaching, heavy classroom teaching and light practical teaching, can not ensure that the formation of the relationship between securities investment and career fitness, is not conducive to the students to adapt to the demand for the development of securities careers, it is difficult to ensure that the students to adapt to the working environment and content. Specifically manifested in the teacher organisation of securities investment course teaching activities, ignoring the link between the course teaching and the securities industry, can not effectively help students to understand the working environment of the securities industry in advance, resulting in a lack of correct understanding of the link between the teaching of the securities investment course and the career of the students, can not quickly find out the rhythm of the work, is not conducive to promoting the personal development of the students.

5. Optimisation Strategies for Teaching and Learning Reform of Securities Investment Course under the OBE Concept

5.1 Strengthening the Integration of Curriculum Civics and Professional Teaching

Under the OBE concept, based on the socialist core values and the teaching content of the curriculum, teachers dig deep into the elements of ideology and politics, starting from the scientific spirit, good character and other aspects. At the same time, with the teaching content as a carrier, the elements of Civic and Political elements are infiltrated into the specific teaching process, gradually prompting students to form a comprehensive understanding of the course knowledge and Civic and Political content, so as to achieve the purpose of comprehensively integrating the course knowledge and Civic and Political elements, which is in line with the concept of the course Civic and Political teaching, and also highlights the importance of the Civic and Political elements on the cultivation of high-quality talents and their value (Chen, 2024). Teachers design the course of securities investment under the perspective of curriculum ideology, based on the actual learning situation of students, to determine the teaching concept of curriculum ideology, to find the position of the implementation of the ideology teaching, so as to achieve the purpose of improving the level of teaching in secondary vocational education. In addition, from the level of thinking, personality specific, knowledge base, etc., to clarify the appropriate content of the course of political thinking, to determine the students can accept the course of thought, to strengthen the link between the course of political thinking and course knowledge, so as to provide an important basis for the implementation of the course of political thinking.

Teachers organise the ideological and political teaching activities of the securities investment course, following the teaching concept of "student development as the centre", focusing on the OBE concept,

and adhering to the teaching principle of "cultivating morality and educating people", on the one hand, they organise practical training activities for students to understand securities investment tools, securities market, securities investment analysis, portfolio management and performance evaluation, behavioural finance, and securities account opening. On the one hand, we organise fund performance evaluation, Evaluator model, bond perpetuity, credit spread, dynamic surface, feasibility analysis of company listing, and account opening of securities to promote students' understanding of securities investment tools, securities market, securities investment analysis, portfolio management and performance evaluation, behavioural finance and investment strategy; on the other hand, based on the professional knowledge, we introduce the correct values, wealth concept, sense of social responsibility, and the spirit of great national craftsmanship into the securities investment tools. teaching content, integrating self-confidence in the capital market system, patriotism, financial professional ethics, virtue and law into the teaching content of the securities market, focusing on real problems, searching for China's solutions, the courage to explore and practice innovation into the teaching content of securities investment analysis, exploring the unknown, multi-dimensional thinking mode, positive attitude towards life, and stress-resistant ability into the teaching content of portfolio management and performance evaluation, and integrating Marxist dialectical thinking, enrichment of knowledge and growth of insight into the teaching content of behavioural finance and investment strategy.

5.2 Enhancing the Integration of other Disciplines into Professional Teaching

Results-oriented, teachers to strengthen the integration of other disciplines and professional teaching, enrich the teaching content of the securities investment course, give students a good learning experience, not only can promote students to grasp the connection between professional knowledge, but also lead students to continuously grasp the main points of the discipline, the formation of good teaching results of the discipline. Teachers to strengthen the integration of other disciplines and professional teaching, the formation of teaching interoperability, reflecting the integrity of teaching, play an important role in integrated teaching. At the same time, pay attention to the teaching content of two or more areas, increase teaching efforts, and explain high-quality teaching content for students (Yang & Lai, 2024). Teachers need to teach the course process, according to the characteristics of the course to develop a relative teaching plan, dynamic adjustment of teaching methods, and constantly improve the match between teaching methods and the content of the course taught, and according to the characteristics of the integration of the disciplines, and constantly adjust the content of the teaching of multiple disciplines and professions. On the one hand, teachers need to explain the relevant knowledge of finance and economics according to the characteristics of the course, finance, economics and securities and investment courses have a direct link, innovative course set up as a game mode, guiding students to overcome the game in the form of difficult to improve students' interest in learning, and in teaching the knowledge points of the course, and further subdivided into the teaching content and teaching tasks, and to achieve the refinement of the teaching; on the other hand, teaching the securities industry On the other hand, it teaches the knowledge related to securities industry analysis and

enterprise analysis, and considers the financial management course to help students practice the comprehensive ability of industry analysis and financial analysis, and makes full use of the OBE concept for teaching securities investment science to enhance the comprehensive ability of students.

Teachers integrate knowledge between multiple disciplines, first, assign research report tasks to promote students' macro-analysis, industry analysis, or company analysis, and require students to write corresponding analysis reports, share industry research models in the industry of entry-level brokerage firms, and motivate students to grasp the correct direction of research and analysis; second, assign stock simulation and investment analysis reports, and simulate the process of stock operation by using a virtual investment account to ensure that students comprehensive understanding of the securities investment process. By linking the theoretical knowledge of many aspects of finance, finance, investment science and economics, leading students to comprehensively analyse theoretical knowledge and securities investment cases, ensuring that students have a certain connection to the economic market and teaching, so as to achieve the purpose of enhancing the comprehensive teaching level.

5.3 Enhancing the Integration of Curriculum Development and Professional Teaching

Under the concept of OBE, teachers pay more attention to teaching results, in terms of teaching time, need to increase the total number of hours of securities investment course, increase the number of theoretical hours to enhance the theoretical foundation of students, increase the number of hours of practical teaching to enhance the practical ability of students, to help students to effectively integrate the theory and practice of learning, to further optimise the teaching mode of securities investment course, and to further enhance the quality of course teaching. Through the reform of teaching methods, students' interest in learning the course is continuously improved, and the internal drive of students to learn the course is enhanced through the improvement of learning interest, so as to improve students' financial literacy, cultivate students' innovation ability, and lead students' values. Teachers use different teaching methods to improve the teaching effect of the securities investment course, provide students with an efficient classroom, use group cooperative learning to improve the teaching efficiency, divide students into different groups, guide students to complete the material collection task in their spare time, improve the independent learning ability of students, lay a solid foundation for perfecting the classroom teaching mode, and provide sufficient conditions for students to improve their social survival skills (Wu, 2023).

Teachers strengthen the collaborative technology application of "cloud and digital, virtual simulation, immersive experience, industry empowerment" teaching methodology, integrated with the Xuedang online self-built MOOC, Superstar self-built SPOC, screen interactive software, financial databases, self-built virtual simulation experiments on asset allocation, self-built virtual simulation experiments on investment futures, and the Learning Channel teaching platform, Tencent live broadcasting platform and other teaching resources. Before class, use Xuedang Online self-built MOOC and Super Star self-built SPOC to set up pre-course tasks to promote students' online self-study and self-testing of learning effects; during class, organise flipped classroom, group discussion and role-playing activities

to realise classroom guidance, classroom records, process evaluation and linguistic precision feedback, and realise industry empowerment by combining virtual simulation and immersion experience; after class, analyse the results of the comprehensive evaluation of the learning situation of the class. After class, analyse the results of the comprehensive evaluation of the class learning situation, release new learning tasks, achieve self-testing of the post-class effect, mutual help after class, research and practice, so as to create a higher-order securities investment course, thus achieving the purpose of improving the quality of classroom teaching, in line with the concept of OBE.

5.4 Enhancing the Integration of Career Development and Professional Teaching

Teachers pay attention to the main points of the securities investment course, combine the OBE concept, benchmark teaching goals and social goals, analyse the direction of social development, introduce advanced educational ideas, and guide students to complete efficient learning tasks (Wang & Li, 2022). In the process of course construction, it is necessary to further deepen the depth of school-enterprise cooperation, on the one hand, actively organise students to participate in all kinds of securities investment competitions held by financial enterprises, to further enrich the form of students' learning in the form of integration of classes and competitions, and to enhance students' interest in learning and professional ability; on the other hand, students are organised to enter the securities enterprises in the form of apprenticeships to carry out practical activities, which will help the students to better understand the requirements of the work positions of securities. On the other hand, we organise students to enter the securities enterprises in the form of apprenticeship for practical activities, which helps students understand more about the requirements of securities enterprises in the process of apprenticeship, further helps students understand the characteristics of the securities industry, and accumulates experience in securities practice in advance. Ultimately, to achieve the school and the enterprise to educate the securities investment professional talents, the school to the securities enterprise to convey the urgent need of securities investment talents benign interaction, for the development of the securities enterprise to reduce the cost of manpower cultivation, the school can be based on the feedback of the securities enterprise to continuously optimise the securities personnel training teaching reform path.

Teachers adhere to the OBE concept, target learning objectives, focus on process assessment, and work with corporate professionals to organise competitions centred on the theme of securities investment cases, firstly, to determine the forms of multi-subject evaluation, such as machine evaluation, teacher evaluation, and evaluation by professionals; and secondly, to benchmark against the "Define a variety of securities investment tools; Compare different securities market systems; Judge the type of investor risk preferences; Explain securities market phenomena using classical hypotheses and behavioural finance hypotheses; Use basic analysis and technical analysis methods to select securities; Apply portfolio theory, investment modelling and value assessment to allocate securities. Secondly, we aim at the teaching objectives of "defining various securities investment tools; comparing different securities market systems; determining investors' risk preferences; explaining securities market phenomena with

classical hypotheses and behavioural finance hypotheses; selecting securities by applying basic and technical analysis; allocating investment portfolios by applying portfolio theories, big data processing technology, investment modelling and value assessment"; thirdly, we pay attention to the effect of students' application of the knowledge of the securities investment course, their learning and practical effects, and their potential for learning and practice. and practice effects, and pay attention to the plasticity of students, so as to bring into play the importance of school-enterprise co-operation in the securities investment course (Niu, Wei, & Wang, 2022). Teachers organise students to enter the enterprise internship, help students to participate in the formal education process of securities investment, invite professionals to guide students to apply the theoretical knowledge of securities investment and trading skills to complete the corresponding tasks, not only can enhance the students' investment literacy, and also ensure that the students can quickly adapt to the professional work of the fund, securities enterprises.

6. Concluding Remarks

To sum up, based on the background of the new technological revolution and high-quality economic development, the teacher, according to the basic overview of the OBE concept and the teaching reform of the securities investment course, bases on the teaching status quo of the securities investment course under the OBE concept, understands the importance of the teaching reform of the securities investment course under the OBE concept, and focuses on analysing the lack of the concept of keeping pace with the times in the curriculum teaching and the poor comprehensive effect of the curriculum teaching. In order to optimise the teaching process by strengthening the integration of course ideology and professional teaching, and strengthening the integration of other disciplines and professional teaching, we focus on using the OBE concept to achieve the goal of the reform of the securities investment course.

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