

# Application and Exploration of Simulated Trading in Practice Teaching of Finance Major



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**Abstract:** In recent years, with the vigorous promotion of quality education in China, various schools have made great progress in improving practical teaching. Especially in the environment of rapid development of modern society, in order to enable students to fully adapt to the development and changes of the new situation, the school must enable students to get a correct instruction in practical teaching. This paper mainly analyzes the application of simulated trading in the practice teaching of finance major, and puts forward some corresponding solutions according to some common problems.

**Keywords:** simulated trading; finance; practice teaching

## 1. The general problems of simulated trading in the practice teaching of finance major

### 1.1 The contents of simulated transactions and the corresponding scoring standards have not been diversified.

At present, the teaching form of simulated trading in the practice teaching of finance major is rather boring and monotonous, without too many changes and innovations. At the same time, within the scope of the scoring standard, students are often only required to conduct corresponding foreign exchange trading and stock trading simulation transactions, and there are few simulation transactions on financial instruments such as futures, gold and various options involved in the finance major. Moreover, the school's part about students' technical practice in the simulated training content will be too one-sided. This makes it easy for students not to have a comprehensive understanding of the financial market and cultivate their comprehensive practical skills, which leads to inaccurate analysis and evaluation of the whole simulated transaction.

### 1.2 Insufficient guidance for students' practice.

In the process of simulated transactions in the practice teaching of finance major in the school, the simulated transactions carried out by students are only a virtual transaction behavior, and the assets in the accounts are also virtual accounts of transactions. Therefore, this will make students more careless in their thoughts, and make the simulation transaction have strong subjective autonomy in the process of operation, without careful consideration and analysis. Even if the result of the analysis and judgment is wrong, there will be no great loss to the students themselves, which will make them unable to realize the real risks they face in the transaction process and their awareness of financial risk prevention. Even some students are just tired of coping in the process of simulated trading, and can not seriously sum up the experience and lessons of

simulated trading, so that the guidance of simulated trading for students in the future real trading process is not strong.

### 1.3 Students' learning behavior of simulated trading lacks initiative.

The simulated trading teaching in financial practice teaching is a very important course for this major. In order to improve students' academic performance, many schools only force students to carry out the practice teaching of corresponding simulated transactions, but do not fundamentally enhance students' interest in learning. This will make students have a kind of resistance to the study of the simulated trading and lack of initiative. At the same time, the school does not have a corresponding incentive measure for the results of students' simulated trading, and no matter whether the results are good or bad, it does not have any incentive effect on students, which makes students lack the initiative of simulated trading.

### 1.4 It is difficult to achieve deep integration of simulated trading in the practice teaching of finance major.

The simulated exchange in the teaching of financial practice involves a wide range of professional knowledge, including various courses in financial specialty. However, in the process of explaining other courses of finance major, it is difficult for teachers to involve students in the corresponding simulated trading process in class. Many courses only give some abstract theoretical explanations, which makes it difficult for students to integrate their theoretical knowledge with the real depth of simulated trading. In this way, we can not really apply what we have learned, and it does not play a very good guiding role in students' practical teaching, which is not conducive to students' future study and development.

## 2. The application and exploration of simulated trading in practice teaching of finance major

### 2.1 Enrich the contents of simulated transactions and constantly improve the corresponding evaluation standards.

In the practice teaching of finance major, in the process of students' simulated transactions, the school

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should give students more independent choices, and make the form of students' simulated transactions more open and humanized. So that students can make free choices according to their own interests and their future work needs. The school also allows students to conduct a certain technical analysis before making a simulated investment, and sum up a report on the simulated trading experience of students' personal experience (Ren, 2011). In this way, the school can also give corresponding guidance according to the specific situation of students. At the same time, the evaluation criteria of students' performance in the practice teaching of simulated trading should be diversified. Students' technical evaluation and students' participation in every link in the whole process of simulated trading behavior should be comprehensively evaluated, so that each link can find the corresponding score evaluation, thus achieving the comprehensiveness of students' performance evaluation.

### **2.2 Schools should fully stimulate students' interest in learning and raise their risk awareness.**

Most students are not active in the process of learning. They often study passively in order to get enough credits or achieve corresponding results. Therefore, it is necessary for schools to fully arouse students' interest in learning through various methods. For example, schools can regularly carry out activities related to simulated trading, so that students can stimulate their interest in learning and actively participate in various activities. At the same time, the school should also set up corresponding awards to reward some students with better investment income, so as to stimulate students' learning enthusiasm and enable them to take simulated trading seriously. Moreover, the holding of related activities can effectively enhance students' awareness of financial risk prevention, enable students to analyze investment more scientifically and rationally, and accumulate more investment experience.

### **2.3 Make full use of the network practice teaching platform to create a good practice teaching environment for students.**

Schools should make full use of network teaching resources, gradually establish and improve the corresponding network practice teaching platform, so that students can carry out network practice teaching more conveniently and effectively. In the process of simulating transactions, students can only use the network to simulate operations through computers, and they can also send the results and reports of practical teaching to tutors in time and effectively through the network. At the same time, the school should actively cooperate with related technology companies to develop mobile learning terminal operation APP that is beneficial to students' simulated transactions, so that students can download the corresponding simulated operation APP through their mobile phones and learn simulated transactions anytime and anywhere (Yan, 2013). This is also beneficial for teachers to check students' learning situation at any time and create a better and free network practice teaching environment for students.

### **2.4 It is necessary to deeply integrate the practice teaching of simulated trading with professional courses.**

Whether students are in the teaching process of simulated trading practice or in the learning process of professional courses, the school should require the corresponding professional teachers to participate in the whole teaching process and give professional teaching guidance to students. To enable students to deeply integrate professional courses with practice teaching of simulated

trading, so as to apply what they have learned, and to unify theoretical study with practice teaching. For example, after explaining the theoretical knowledge of related financial courses, teachers can guide students to simulate the corresponding knowledge. You can conduct foreign exchange simulation transactions, and you can deeply understand the deep connotation of theoretical knowledge by letting students complete a series of foreign exchange transactions by themselves (Liu, 2016). In this way, teachers can let students realize the deep consolidation of theoretical knowledge through specific simulated transactions.

### **2.5 To establish a scientific and effective teaching feedback mechanism.**

After the students' simulated trading practice teaching is completed, the school should establish a scientific and effective teaching feedback mechanism for students in order to further improve the related learning and teaching effect and quality. To enable students to complete the teaching content in each semester, the corresponding instructors can give students a feedback on the teaching results through various forms, so as to know the students' understanding and mastery of practical teaching. And in view of the feedback results and problems from students, targeted guidance and teaching will be carried out. By establishing and perfecting the feedback mechanism in the teaching process, it is more conducive to cultivating students' professional quality, improving students' comprehensive quality, enabling students to expose their own problems in the feedback, thus helping teachers to teach more pertinently.

## **3. Conclusion**

In a word, strengthening the application of simulated trading in the practice teaching of finance major is a necessary link to gradually improve and enhance the quality of practice teaching. Relevant institutions must be able to combine the actual characteristics of the finance major, and gradually strengthen the construction and improvement in view of the weak points in the practice teaching of the major, so that the simulation transaction can truly achieve the unified combination of theory and practice, thus effectively improving students' practical operation ability and level.

### **Conflicts of Interest**

The authors declare that they have no conflicts of interest to this work.

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