

The Current Situation and Existing Problems of the Scholarship of Teaching and Learning Ability of Teachers in Local Colleges and Universities of Finance and Economics

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Abstract

Under the realistic background of increasingly fierce competition in higher education, the improvement of the scholarship of teaching and learning ability of teachers has profound influence on the development of colleges and universities. At present, the scholarship of teaching and learning ability of teachers in local universities of finance and economics is generally weak, and there are fewer teachers who are proficient in the scholarship of teaching and learning, and the scholarship of teaching and learning ability of young teachers in local universities of finance and economics is relatively weaker. Teachers in local colleges and universities of finance and economics do not have a deep understanding of the concept of the scholarship of teaching and learning, lack of practical ability to carry out research on the scholarship of teaching and learning, have weak ability to write high-quality achievements of the scholarship of teaching and learning, and carry out insufficient research on the problems existing in students' learning. In the future, local colleges and universities of finance and economics should take effective measures to accelerate the improvement of the scholarship of teaching and learning ability of teachers.

Keywords

Local colleges and universities of finance and economics; The scholarship of teaching and learning; The scholarship of teaching and learning ability.

1. Introduction

The development level of higher education is the key factor affecting the level of human capital accumulation. Colleges and universities are the main body of cultivating high-quality talents. Based on this, all countries regard the active development of higher education as the key strategic path to promote the accumulation of human capital, and attach great importance to the development of higher education. Colleges and universities of finance and economics are important main body of cultivating high-quality talents in the field of finance and economics. The improvement of their development level is of great significance for promoting the accumulation of human capital in the field of business. According to the theory of endogenous economic growth, human capital is a key factor supporting high-quality economic development. With the continuous acceleration of global industrial transformation and technological progress, accelerating the accumulation of human capital has become a universal strategy for all countries, and all countries pay more and more attention to the accumulation of human capital. The accumulation of human capital will have a profound impact on a country's economic development. Specifically, the impact of human capital accumulation on a country's economic development mainly includes the following aspects: firstly, according to the theory of technological innovation, human capital is a key supply-side factor that determines the level of technological innovation. Human capital accumulation helps to promote technological

innovation. The continuous accumulation of human capital helps to promote the transformation of the mode of economic development, reshape the engine of economic development, and promote sustainable economic growth; secondly, the accumulation of human capital helps to promote industrial upgrading, enhance the level of industrial structure, promote the development of technology-intensive industries, knowledge-intensive industries and human capital-intensive industries, and enhance the status of technology-intensive industries, knowledge-intensive industries and human capital-intensive industries in the industrial system; thirdly, human capital accumulation helps to promote the high-quality development of enterprises. The level of total factor productivity is a key indicator to measure the quality of development, and the continuous improvement of the level of total factor productivity is the core performance of high-quality development. Abundant human capital helps to promote enterprises product innovation, production technology innovation, business model iteration, and improve the efficiency of enterprises management. Therefore, human capital accumulation helps to improve total factor productivity. of enterprises, enhance the contribution rate of technological innovation to development of enterprises, and promote high-quality development of enterprises; fourthly, human capital accumulation helps to promote the high-quality development of the open economy. The accumulation of human capital helps to improve factor endowments, promote the dynamic upgrading of comparative advantages, promote the industry to actively climb the high-end links of the global value chain, enhance the status of international division of labor, and promote the quality and efficiency of export trade. The accumulation of human capital is helpful to enhance the core competitiveness and transnational operation ability of local enterprises, promote local enterprises to carry out foreign direct investment activities, and enhance the internationalization level of enterprises. In addition, the accumulation of human capital helps to promote the dynamic upgrading of factor endowments, which helps to attract the entry of knowledge-intensive, technology-intensive and human capital-intensive foreign direct investment and improve the quality of utilization of foreign direct investment.

The scholarship of teaching and learning ability and discipline scholarship ability are two different dimensions of university teachers' academic ability (Yan et al., 2022[1]). At present, the global technological competition is becoming increasingly fierce, and accelerating the cultivation of high-quality talents is an important way to enhance national competitiveness. Colleges and universities are the main body of cultivating high-quality talents, and teachers are the builders and organizers of teaching activities. Teaching ability of teachers is directly related to the quality of talents, Local colleges and universities of finance and economics are important contributors to the development of higher education. The scholarship of teaching and learning ability is the key component of the core professional ability of teachers in colleges and universities. The research purpose of the scholarship of teaching and learning is different from that of discipline scholarship, and the improvement of the scholarship of teaching and learning ability can improve the quality of teaching and learning(Liu, 2022[2]).With the accelerating pace of global higher education reform and the increasingly fierce competition in global higher education, local colleges and universities of finance and economics urgently need to improve of the scholarship of teaching and learning ability of teachers.

Some scholars have discussed related issues in the field of the scholarship of teaching and learning from different perspectives. Zhang & Jin(2010) believe that the development of the scholarship of teaching and learning will affect the quality of teaching in colleges and universities[3]. Xie & Sang(2020) deeply analyzed how to develop the scholarship of teaching and learning from multiple perspectives[4]. Zhao & Li (2021) analyzed how to carry out high-quality research of the scholarship of teaching and learning in universities[5]. Yan et al.(2022) analyzed the development mechanism of the scholarship of teaching and learning ability of university teachers[1]. Gao & Zhao (2022) analyzed Shulman's academic thought of the

scholarship of teaching and learning of university[6]. Liu (2022) deeply analyzed the connotation and specific development path of the scholarship of teaching and learning ability of university teachers[2]. Zhou & Yu (2022) analyzed the bottleneck and promotion path of the development of the scholarship of teaching and learning ability of young teachers in colleges and universities[7]. Hu(2023) believes that research of the scholarship of teaching and learning is the higher level of university teachers' teaching development[8]. Song & Kong (2025) analyzed how ideological and political course teachers in colleges and universities combine teaching and scientific research from the perspective of the scholarship of teaching and learning[9]. Yang(2026) analyzed how the Carnegie Foundation for the Advancement of Teaching promoted the development of the scholarship of teaching and learning[10]. Li & Li (2026) analyzed how scientific research promotes teaching in application-oriented colleges and universities from the perspective of the scholarship of teaching and learning[11]. On the basis of these literatures, this paper deeply analyzes the current situation and existing problems of the scholarship of teaching and learning ability of teachers in local colleges and universities of finance and economics to deepen and expand the existing research.

2. Current Situation of the Scholarship of Teaching and Learning Ability of Teachers in Local Colleges and Universities of Finance and Economics

2.1. The Overall the Scholarship of Teaching and Learning Ability of Teachers in Local Colleges and Universities of Finance and Economics Is Weak

Generally speaking, the scholarship of teaching and learning is also an important part of academic research. In order to master the scholarship of teaching and learning, teachers need to pay attention to the research trends in the field of the scholarship of teaching and learning, understand the research progress and research hotspots of the scholarship of teaching and learning. In terms of academic research, teachers in local colleges and universities of finance and economics have been engaged in discipline scholarship research for a long time, and have a high level of mastery of the paradigm and methodology of discipline scholarship research, and have a comparative advantage in discipline scholarship research. Compared with the achievements of the scholarship of teaching and learning, the achievements of discipline scholarship are often more helpful to enhance the academic status and career development. These make teachers in local colleges and universities of finance and economics are more keen to engage in discipline scholarship research. The degree of integrating the research of the scholarship of teaching and learning into career development of teachers is low in local colleges and universities of finance and economics. On the other hand, the renewal of teaching concepts of teachers in local colleges and universities of finance and economics is relatively slow, and teachers are not proficient in the research mode and research methods of the scholarship of teaching and learning. These make it difficult for most teachers in local colleges and universities of finance and economics to carry out the scholarship of teaching and learning research with high quality. The superposition of the above factors makes the scholarship of teaching and learning ability of teachers in local colleges and universities of finance and economics generally weak, and teachers' understanding of the scholarship of teaching and learning is not deep enough in local colleges and universities of finance and economics.

2.2. There Are Relatively Few Teachers Who Are Proficient in the Scholarship of Teaching and Learning in Local Colleges and Universities of Finance and Economics

Discipline scholarship ability and the scholarship of teaching and learning ability of are the key dimensions of the core professional ability of teachers in colleges and universities. For a long time, teachers in local colleges and universities of finance and economics have mainly focused

on discipline scholarship, with relatively low attention to the scholarship of teaching and learning, lack of in-depth exploration of the problems existing in teaching, and lack of systematic thinking on how to promote teaching effectiveness through teaching innovation. Most teachers in local colleges and universities of finance and economics lack in-depth understanding of the development law of the scholarship of teaching and learning, and fail to fully understand the importance of the scholarship of teaching and learning ability. Therefore, there are relatively few teachers who are proficient in the scholarship of teaching and learning in local colleges and universities of finance and economics. Local colleges and universities of finance and economics need to accelerate the improvement of the scholarship of teaching and learning ability of teachers.

2.3. The Scholarship of Teaching and Learning Ability of Young Teachers Is Relatively Weaker in Local Colleges and Universities of Finance and Economics

For a long time, the achievements of discipline scholarship have occupied a crucial position in the promotion of professional title promotion and post appointment. In addition, in recent years, the academic competition among colleges and universities has become increasingly fierce. Colleges and universities attach great importance to the discipline scholarship, so do local colleges and universities of finance and economics. On the other hand, although the young teachers in local colleges and universities of finance and economics have high academic qualifications, their professional titles are generally low and their teaching experience is relatively scarce. Under the background of increasingly fierce discipline scholarship competition in colleges and universities, young teachers are facing greater pressure in terms of professional title promotion. Young teachers in local colleges and universities of finance and economics often attach great importance to discipline scholarship. They lack in-depth thinking on the problems existing in the teaching field and how to improve the teaching quality through teaching improvement, and lack systematic planning for research of the scholarship of teaching and learning. These make the scholarship of teaching and learning ability of young teachers weaker than that of older teachers with rich teaching experience in local colleges and universities of finance and economics. Therefore, in the process of improving the scholarship of teaching and learning ability of teachers, local colleges and universities of finance and economics should pay special attention to accelerating the improvement of the scholarship of teaching and learning ability of young teachers.

3. Problems Existing in the Scholarship of Teaching and Learning Ability of Teachers in Local Colleges and Universities of Finance and Economics

In recent years, with the deepening of China's higher education reform, Chinese colleges and universities have paid more and more attention to the scholarship of teaching and learning, and the theoretical and practical research on the scholarship of teaching and learning has gradually increased. However, on the whole, colleges and universities with a high degree of attention to the scholarship of teaching and learning are mainly high-level comprehensive universities. From the perspective of the development practice of local colleges and universities of finance and economics, the problems existing in the scholarship of teaching and learning ability of teachers in local colleges and universities of finance and economics mainly include the following aspects: firstly, teachers' cognition of the concept of the scholarship of teaching and learning is not deep and comprehensive enough. For a long time, the academic research of teachers in local colleges and universities of finance and economics mainly focuses on the related problems in the field of the discipline scholarship, and has a deep understanding of the

discipline scholarship, but teachers can't fully understand the scholarship of teaching and learning from the perspective of academic research in local colleges and universities of finance and economics. For example, teachers lack in-depth exploration of the differences in teaching effects before and after the implementation of new teaching methods, teaching models and teaching skills; secondly, practical ability of teachers to carry out research of the scholarship of teaching and learning is insufficient. The scholarship of teaching and learning requires teachers to conduct academic research on the problems existing in teaching practice and students' learning. The scholarship of teaching and learning and discipline scholarship are different in research models and research methods. Therefore, this requires teachers to master the research mode and methodology of the scholarship of teaching and learning. Only in this way can the research of the scholarship of teaching and learning be academic, and the achievements of the scholarship of teaching and learning can provide solid support for improving the quality of teaching. However, at present, teachers are not proficient in the research mode and methodology of the scholarship of teaching and learning in local colleges and universities of finance and economics. Therefore, it is difficult to carry out research activities of the scholarship of teaching and learning with high quality due to the shortcomings of the scholarship of teaching and learning ability; thirdly, teachers' ability to write high-quality achievements of the scholarship of teaching and learning is weak. The scholarship of teaching and learning requires teachers to study the problems existing in teaching and learning according to the paradigm of academic research. Some teachers carry out teaching innovation activities in teaching activities, but due to the lack of the scholarship of teaching and learning ability, it is difficult to summarize teaching innovation activities according to research methods of the scholarship of teaching and learning, and then it is difficult to form high-quality achievements of the scholarship of teaching and learning; fourthly, teachers lack in-depth and systematic research on the problems existing in students' learning. For a long time, the teaching research activities carried out by teachers in local colleges and universities of finance and economics focus on teachers' teaching, mainly on how to improve teaching activities, and pay less attention to the problems existing in students' learning process. For example, there is a lack of in-depth research on the influence of learning interest, learning motivation and learning methods on learning effect, and there is a lack of in-depth exploration on how to enhance students' learning interest and learning motivation through the innovation of teaching mode and teaching skills. In recent years, teachers have explored how to innovate and change teachers' models and teaching methods through teaching research activities, and have achieved many teaching research achievements in local colleges and universities of finance and economics, but these teaching research achievements have not significantly improved the quality of learning. This is mainly because the teaching research based on the teaching perspective often ignores the students' learning characteristics and learning interest. At present, it is particularly necessary for teachers in local colleges and universities of finance and economics to actively carry out research activities of the scholarship of teaching and learning from the perspective of students' learning. There are obvious differences in learning interest and learning motivation among different students. China's higher education has entered the stage of popularization, and the scale of talent cultivating in colleges and universities has gradually expanded. There are often some differences in the attitudes of different students towards learning. Most students attach great importance to their studies, have strong enthusiasm and initiative in learning, and have strong interest in learning in local colleges and universities of finance and economics. They have formulated scientific and reasonable learning plans in the learning process. However, some students have little interest in learning curriculum knowledge and lack learning plans and career planning. Due to the different characteristics and talent cultivating objectives of different disciplines and specialties, there are some differences in the difficulty of curriculum knowledge in different disciplines and specialties. In general, compared with science and engineering majors, the course knowledge

of finance and economics majors is relatively less difficult to learn. In recent years, large models of artificial intelligence have emerged, the application of digital technology and artificial intelligence in the field of education has been continuously improved, and the ways of knowledge learning have been increasing. This makes some students majoring in finance and economics not attach great importance to curriculum learning, and their learning motivation is not strong. The teaching of teachers is facing more and more challenges. How to enhance students' interest in learning, enhance the attractiveness of teaching and improve the quality of teaching by optimizing the teaching mode and teaching methods is an important practical problem that teachers of local colleges and universities of finance and economics need to think about. In addition, due to the differences in the talent cultivating objectives of different disciplines, there are obvious differences in the learning content of different disciplines. For example, science and engineering majors emphasize the cultivation of mathematical thinking, and finance and economics majors emphasize both business theory and business practice. This makes the learning rules and learning methods of various disciplines and majors often have certain differences. Only by adopting scientific and reasonable learning methods can the quality of learning be improved. Compared with science majors, finance and economics majors emphasize both theory and practice. On the one hand, students majoring in finance and economics must be proficient in various theoretical knowledge, have high theoretical literacy, and be able to apply theoretical knowledge to analyze practical problems in the development of industry and market. For example, students majoring in international economy and trade must master classical trade theory, neoclassical trade theory and new trade theory, understand the evolution logic of trade policy, and understand the theoretical logic of the development of trade in goods, trade in services and digital trade. On this basis, they can apply theoretical knowledge to analyze the practical problems in the development of global trade and China's foreign trade. Having a strong theoretical literacy is a necessary condition to become a senior manager. Senior managers are mainly responsible for formulating the overall strategy, competitive strategy and department strategy of the enterprise, and the strategy has a strong leading role in the development of the enterprise, which has important strategic significance for the development of the enterprise. The choice of strategy depends on the realistic business environment faced by enterprises. Only by mastering various theoretical knowledge can enterprise managers formulate overall strategy, competitive strategy and department strategy according to the internal environment and external environment faced by enterprises. On the basis of scientific and reasonable strategy, enterprises can formulate an organizational structure that matches the strategy. Scientific and reasonable overall strategy, competitive strategy, departmental strategy and organizational structure will help promote enterprises to become bigger and stronger, enhance their international competitiveness, and promote high-quality development of enterprises. On the other hand, because finance and economics majors have distinct practical and applied characteristics, students majoring in finance and economics should also pay attention to the practice of the development of industry, enterprise and market, and deeply understand the operation rules of industry, enterprise and market, as well as the development trend of industry and market. For example, students majoring in international economy and trade must be able to skillfully carry out traditional international trade business, master the process of traditional international trade business, understand the practice of digital transformation of global trade and China's foreign trade, have the ability to skillfully carry out digital trade, understand the characteristics and practical trends of the development of global trade and China's foreign trade, and be competent for relevant tasks of enterprises. Generally speaking, students majoring in finance and economics must have rich practical knowledge. Only in this way can they have strong management ability and solve practical problems in the practice of enterprise development. Whether it is the study of theoretical knowledge or the study of practical knowledge, students need to master scientific and reasonable learning

methods in the learning process. Scientific and reasonable learning methods help to stimulate interest in learning, improve learning efficiency, deepen the understanding and mastery of curriculum knowledge, and thus help to improve the quality of learning. To sum up, this paper argues that under the realistic background of deepening the reform of higher education, teachers in local colleges and universities of finance and economics should actively study the differences in the influence of different teaching modes and teaching methods on learning enthusiasm and learning interest, as well as the differences in the influence of different learning methods on the learning effect of students majoring in finance and economics, and actively explore the teaching modes, teaching methods and learning methods suitable for finance and economics majors, so as to provide a solid support for the improvement of teaching quality and learning effect, and promote the improvement of talent cultivating quality in local colleges and universities of finance and economics.

4. Conclusion

At present, compared with high-level comprehensive universities, the scholarship of teaching and learning ability of teachers is weak in local colleges and universities of finance and economics, and there are obvious deficiencies in the scholarship of teaching and learning ability of teachers in local colleges and universities of finance and economics. The enabling effect of the scholarship of teaching and learning on the teaching innovation of local colleges and universities of finance and economics needs to be further improved. For a long time, although the traditional business talents cultivated by local colleges and universities of finance and economics have a deep understanding of business theory and strong traditional professional ability, they lack a systematic understanding of the application of digital technology and artificial intelligence in the operation and management of agricultural enterprises, manufacturing enterprises and service enterprises. Their ability to apply digital technology and artificial intelligence to carry out business management activities is weak. Therefore, under the vigorous development of artificial intelligence and digital economy, local colleges and universities of finance and economics urgently need to improve the cultivation ability of innovative talents. The enhancement of talent cultivation ability in colleges and universities requires teachers to continuously improve the scholarship of teaching and learning ability. At present, the scholarship of teaching and learning ability of teachers is generally weak in local colleges and universities of finance and economics, and there are few teachers who are proficient in the scholarship of teaching and learning in local colleges and universities of finance and economics, and the scholarship of teaching and learning ability of young teachers is relatively weaker in local colleges and universities of finance and economics. Teachers do not have a systematic and comprehensive understanding of the concept of the scholarship of teaching and learning, lack of practical ability to carry out research of the scholarship of teaching and learning, lack of ability to write high-quality achievements of the scholarship of teaching and learning, and lack of in-depth research on the problems existing in students' learning in local colleges and universities of finance and economics. Based on this, this paper argues that local colleges and universities of finance and economics should take effective countermeasures based on the current situation and existing problems of the scholarship of teaching and learning ability of teachers, actively learn the advanced experience of high-level universities at home and abroad, build a diversified mechanism in order to speed up the improvement of the scholarship of teaching and learning ability of teachers.

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