Accounting Teaching Reform in Secondary Vocational Schools under the Mode of Innovative Talent Training

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Abstract: Secondary Vocational schools update the teaching mode and the accounting teaching course, aiming to cultivate innovative accounting talents and meet the needs of social development. This paper will focus on the current accounting teaching problems and reform strategies, put forward personal teaching ideas, in order to promote the teaching reform of secondary vocational colleges.

Keywords: Innovative talent model; Secondary vocational accounting; Accounting teaching; Teaching reform

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In the rapid development of socialist economy, there is also a great demand for talents. The cultivation of innovative talents is also the work content that the country attaches great importance to. Innovative talents are the foundation of national innovation and development. Accounting industry needs more innovative and professional talents to meet the needs of social innovation and development. To provide accounting talents to the society, secondary vocational schools need to change the current teaching concept, update the teaching mode and cultivate innovative accounting talents more suitable for the development of the times.

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1. Problems in Accounting Teaching in Secondary Vocational Schools under the Innovative Talent Training Mode

(1) Lack of thinking on personnel training in secondary vocational schools

The training goal of secondary vocational schools is to cultivate talents with strong practical ability, so as to enhance the comprehensive strength of talents to promote social development. At present, secondary vocational schools lack of thinking on talent training, and fall into the plight of enrollment expansion. In view of accounting talent training, other majors of financial management and accounting computerization are set up. However, in addition to the opening of these majors, secondary vocational schools have not drawn up a suitable training plan. All professional courses are mainly accounting courses, and there is no big difference in the actual development. The lack of thinking about talent training leads to the vagueness of the talent training plan. In addition, the employment prospect of accounting professionals is not optimistic. At present, the society is not short of basic talents, but prefer middle and senior accounting talents. At present, secondary vocational schools have no ability or plan to cultivate middle and high-level talents, which leads to the development prospect of accounting major in Secondary Vocational schools is not optimistic.

(2) Lack of interaction in teaching

Most of the accounting courses in secondary vocational schools are based on theoretical knowledge. Although there are practical courses, teachers ignore the interaction with students in the actual teaching, which leads to the students’ learning psychology gradually depolarized. The lack of interactivity in teaching makes students lack of activeness in learning. Originally, there was limited time to instill professional knowledge in the classroom Although there are practical contents, the students’ mastery is not optimistic. Teachers ignore the actual effect of students’ learning in the classroom and the learning mentality they cultivate. They only use the time of the course to deliver knowledge points, and there is no way of communication between teachers and students. When students encounter problems in accounting learning, they will not ask the teacher the fastest time, and the teacher’s curriculum development can not harvest Students’ evaluation. Teachers themselves do not know how to improve the curriculum from knowledge explanation or teaching mode, resulting in inactive learning courses for accounting students in vocational colleges. As long as teachers do not attach importance to interactive teaching content, secondary vocational schools are always difficult to cultivate Excellent accountant.
(3) The teaching level of teachers is limited

At present, under the background of big employment, the employment orientation of accounting talents is to cultivate middle and high-level talents. The current cultivation strength of secondary vocational schools is limited, and the teaching level of teachers teaching in schools is limited. They can not carry out teaching work according to the goal of senior accounting talents, and the teaching scheme set can not meet the needs of advanced teaching. Students in secondary vocational schools rely on teachers’ explanation. Teachers’ knowledge reserves and teaching ability will affect students’ cognition of accounting industry and their mastery of accounting ability. Some teachers themselves are not proficient in accounting knowledge, so they can not clearly impart the content to students in the teaching process, and can not strengthen the teaching content and update the teaching model according to the employment environment. At present, under the innovative talent training mode, if the teaching of accounting major has been stagnant, it will restrict the future development of students and the whole school.

2. The Reform Strategy of Accounting Teaching in Secondary Vocational Schools under the Innovative Talent Training Mode

(1) Clarify the positioning goal of training accounting talents in secondary vocational schools

Under the new mode of teaching methods, first of all, we should make clear the positioning goal of cultivating accounting talents. The positioning goal itself should jump out of the comfort zone of current teaching, with cutting-edge nature, and at a certain height to set new teaching goals. econdary vocational schools should have a full understanding of the training objectives. According to the development characteristics of the schools and the development prospects of accounting professionals, the teaching plan should not be blindly followed, and the orientation of personnel training should not be too low. It is necessary to maintain self-confidence in the training ability of teachers and students. Setting a higher positioning goal is conducive to the improvement of the ability of schools. Moreover, secondary vocational schools should also maintain the idea of active cooperation, actively face small and medium-sized enterprises, take the initiative to contact with small and medium-sized enterprises outside the school, strive for students’ internship opportunities in small and medium-sized enterprises, provide learning platform for students outside the curriculum, and create conditions for improving their professional skills.
(2) Innovating Accounting Teaching Content

In terms of teaching content, secondary vocational schools should neither favor theoretical teaching nor practical teaching, and grasp the balance between accounting theory teaching and practical teaching. In learning theory, students need to practice to enhance their understanding, and practice also needs to be based on Theory in order to improve the effectiveness of practice. In the innovative teaching content, we should reasonably adjust the proportion of theory and practice, the two should be combined, and theory should be used to guide practice. Secondly, with the change of employment environment, the innovation of accounting teaching content has become the trend of teaching change. Only by adjusting the teaching plan according to the employment demand can we enhance the value of the adjustment plan and be more useful for the cultivation of students themselves. Accounting textbooks should also be updated with the change of employment demand to guide students to adapt to the development of the times and achieve the unity of theory and practice.

(3) Selecting case teaching and simulation teaching methods to carry out teaching.

At present, secondary vocational schools must update the concept of accounting teaching, select practical teaching programs as much as possible to cultivate students, enhance their professional ability, and pay more attention to the cultivation of students’ application ability and operation ability. Simulation, practical training, practice and other teaching links should be paid attention to by secondary vocational colleges. Injecting these links into the training of accounting students is conducive to students’ mastering professional methods and cultivating professional ideas. Based on knowledge and concept theory, case teaching and simulation teaching methods are selected to carry out teaching, and the current teaching mode is innovated, which not only brings new teaching experience for students, It also enhances students’ professional skills. Students can put forward problems to teachers in time when they encounter problems in the actual simulation, which is also convenient for teachers to find out and make up for deficiencies, so as to improve their teaching scheme. Secondly, teachers must enhance the probability of interaction with students in the course, provide students with a platform to show themselves, and encourage students to stand on the platform to explain their clear knowledge points, which can not only enhance students’ professional learning confidence, but also cultivate students’ positive learning attitude, which is beneficial to students’ accounting professional knowledge learning.
(4) Selecting teachers with strong skills and high quality

Accounting discipline itself has a strong practicality, but also has a certain application value. Secondary vocational schools must pay attention to the selection of full-time and part-time, high-level teachers to complete the teaching work. First of all, schools should be encouraged to strengthen the training of teachers, and create conditions for them to think deeply about the setting of teaching plans, and carry out training regularly to enhance their practical ability and professional quality. Secondly, encourage and support the accounting teachers who have not registered for the examination to apply for accountant and certified public accountant. Due to the timeliness and practicality of the examination, teachers can accumulate certain experience in the process of real-time review, and update their accounting professional knowledge. In teaching work, they can start from the core ability of students to achieve the goal of cultivating innovative talents.

(5) Reasonable selection of teaching materials and proper compilation of teaching materials

At present, the problems existing in the teaching of accounting major in secondary vocational schools are that the ideas are too conservative, and the development of accounting curriculum often relies on teaching materials. In addition to teaching materials, teachers’ teaching expansion content is very few, which is not conducive to students’ drawing inferences from one instance, enhancing students’ understanding and grasp of the knowledge learned and cognition of accounting industry. Secondary vocational schools should choose appropriate teaching materials according to the current level of students and the development characteristics of schools. Some older textbooks are not suitable for modern development, and the views put forward are relatively old or too simple, and can not promote the existing accounting work. Such teaching materials should be proposed by teachers and applied to schools. Schools deal with such materials, select updated textbooks, and compile appropriate individual knowledge points that are appropriate but inaccurate or too simple. In the selection of teaching materials, vocational schools can also add some books for the examination of certified public accountants. These books make a detailed analysis of the higher-level accounting professional knowledge. Teachers’ teaching gradually develops towards the improvement of students’ professional skills, innovate teaching concepts and enhance students’ competitiveness in employment.
3. Conclusion

To sum up, secondary vocational schools pay attention to the formulation of accounting training plan and promote teaching reform, which is also the inevitable trend of the development of the times. Secondary vocational colleges need to realize the value of colleges by delivering more high-quality talents. The society also attaches great importance to the innovative cultivation of talents and the employment of talents. Vocational colleges need to seize the favorable opportunity of high social attention, pay attention to the existing problems in teaching, and use a variety of methods and ways to solve the existing problems, innovate the current talent training mode, and create a good learning environment for students.

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