

Research on Informationization Teaching Methods and Ability Improvement of Finance and Accounting in Pilot Vocational Undergraduate Colleges under the Background of Big Data

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Abstract: In the process of improving the informatization teaching ability of finance and accounting majors in pilot universities in the new era, universities should make corresponding innovation and creation in terms of teacher strength, curriculum materials, and teaching models, integrate the specific characteristics of enterprise and industry development, and improve existing teaching activities to improve the quality and efficiency of corresponding teaching work.

Keywords: Big data background; Accounting major; Teaching devices

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1. Introduction

In the context of big data, the informatization teaching management of finance and accounting majors in vocational undergraduate pilot colleges needs to combine the characteristics of the development of the new era, as well as the skills needs of society and enterprises for applied talents, and carry out characteristic school-running work to ensure that relevant teaching activities have basic teaching pertinence, so as to improve the quality and efficiency of relevant teaching work.

2. Analysis of the current situation of accounting talent training mode

2.1 Analysis of the current situation of the training mode for finance and accounting majors in universities

In the new era, pure accounting is still the main teaching and training content in the training mode of finance and accounting majors in universities. Specifically, universities focus on teaching the basic accounting courses for this major, but the curriculum for financial analysis and corporate strategic decision-making is relatively lacking. In addition, some colleges and universities have also strengthened the construction of practical training courses for accounting majors. After the teaching of relevant theoretical knowledge courses is completed, schools usually arrange for students of relevant majors to implement two weeks of practical learning. In professional experimental training rooms, students conduct simulated business practice teaching. In practical training courses, students often need to combine the actual use of multiple software, try to simulate corresponding business operations on the platform, and set up different professional positions according to the organization's attributes, in order to allow students to carry out corresponding business processing activities in the form of team work. The setting of practical training courses should ensure that students transform from the learning level of knowledge theory to the business processing level of practical learning.

2.2 The informatization construction of the accounting profession is relatively backward

The major of finance and accounting is a discipline that focuses on practice. In addition, in related teaching activities, due to the constraints of teaching funds and teaching environment, there are also corresponding shortcomings in the construction process

of implementing practice bases in colleges and universities, resulting in relatively lagging information based practical teaching work, which is detrimental to the implementation of practical teaching management in the accounting profession. In addition, the informatization practical teaching of finance and accounting majors also needs to integrate corresponding enterprise units. As most of the existing enterprise units on the market, both the working environment and the basic software and hardware facilities, cannot meet the normal teaching needs, and it is difficult to ensure that the teaching work of relevant majors can meet the actual training and teaching needs for talents.

2.3 Professional textbooks cannot meet the needs of information management in the new era of big data environment

With the rapid development of information technology, the teaching of finance and accounting majors in the new era in China has not yet kept pace with the times in terms of the compilation of teaching materials. Textbooks are important carriers of related teaching work. In the new era of teaching work in the accounting profession, schools need to actively integrate information based teaching elements, but there is a lack of corresponding knowledge content in the textbooks. The specific reason is that the school's relevant teaching material preparation institutions have not properly analyzed and discussed the big data technology and information technology in the new era, and have integrated them into the preparation of teaching materials for the finance and accounting specialty, which has resulted in the teaching work of the finance and accounting specialty being out of line with the times and unable to connect the corresponding teaching work with the actual development of the enterprise's talent skills needs. It is not possible to comprehensively improve the comprehensive skill application level of students in this major, which can play a misleading role in the future development direction of students.

3. Analysis of informatization teaching methods and ability improvement of finance and accounting majors in the big data environment

3.1 Strengthening the informatization construction of the training base

The current education industry needs to adapt to the characteristics of the times, actively integrate the advantageous technologies of the times, and reasonably develop and use existing information technology and big data technology. In the new era, financial software has undergone a new transformation in terms of functionality and operation, with more comprehensive functions and simpler operations, as well as a broader range of financial management tasks involved. Therefore, in the teaching management of the finance and accounting major in undergraduate universities in the new era, it is necessary to strengthen the level of information technology construction in this major, expand the teaching content of simulated practical training for students, and ensure that students can understand the advantages of big data technology and information technology in corresponding practical teaching work.

In the context of big data, during the implementation of innovation and reform in information management, finance majors need to first implement reforms aimed at teaching. Specifically, it is necessary to continuously expand and improve the software and hardware facilities to ensure that the corresponding practical teaching work for the accounting profession has corresponding teaching pertinence, and achieve the further development of practical teaching work gradually towards the direction of informatization, digitization, and experimentation. Schools need to divide and structure the existing financial and accounting professional knowledge content for different professional job modules, in order to ensure that relevant information based practical teaching work can match the needs of social positions as much as possible.

3.2 Strengthening the informatization ability of finance and accounting teachers

In the environment of big data, implementing basic teaching work for students majoring in finance and accounting requires corresponding teachers to have corresponding information based teaching capabilities. During the period of improving the construction of the "double qualified" teacher team, schools also need to focus on comprehensively cultivating the working ability of teachers in information management, and comprehensively improving the quality and efficiency of information based teaching. In implementing training management for teacher teams, multiple forms of teaching work can be combined, such as seminars, in-depth education, and skill training. In addition, schools need to integrate the work of enterprise communication as much as possible, so as to allow teachers to conduct in-depth information interaction and communication with enterprise employees, and comprehensively expand the teaching level of teachers' information management.

Specifically, the following two points can be taken as a starting point in implementing the improvement of information technology capabilities of accounting professional teachers. First, schools need to adopt a job management system for part-time

teachers. Schools can recruit professionals with excellent practical work experience from enterprises and society, such as financial directors and accountants, and invite them to settle in the school to carry out course knowledge explaining activities. Advanced information based financial management work models and job characteristics in enterprises are transmitted to teachers and students in the school, combining the advantages of Internet big data, in order to make a correct and objective evaluation of the development and transformation of the existing accounting industry. In the teaching work of the finance and accounting profession in the new era, the missing practical teaching sections can be promptly made up and improved.

3.3 Building an information sharing platform

In the big data environment, for the improvement of information based teaching capabilities in accounting majors, corresponding teachers need to build online and offline integrated classrooms to achieve effective teaching for students before, during, and after class. Specifically, schools should actively build an information management platform to achieve effective communication and interaction between teachers and students on the information management platform. On the information platform, students can speak freely and ask various professional knowledge questions to teachers to improve their learning efficiency. In addition, teachers can also timely grasp the learning status of each student in the form of information management platform and knowledge testing, so as to carry out targeted teaching for relevant students in subsequent teaching work.

And integrating the characteristics of the development of the times, teachers also need to combine the teaching forms such as MOCK, micro class, short video, and make full use of students' fragmentation extracurricular time to carry out efficient information education for students. In classroom teaching, teachers also need to actively use the flipped classroom, fully use students as the main body of teaching work, and allow students to carry out classroom group discussion and learning. Teachers can provide targeted explanations of existing knowledge points based on the comprehensive situation of group learning, and in the process, teachers also need to use the information management platform to timely understand and master the learning situation of each student. In the era of big data, teachers also need to enable students to learn to use data. In the information age, data can also generate additional value to help enterprises achieve profitability. Teachers should teach students how to extract key information from data, integrate information technology, analyze and explore relevant information, in order to comprehensively improve their learning ability and efficiency.

4. Conclusion

In short, in the context of big data in the new era, with the reform of information based teaching in the accounting profession and the improvement of teachers' teaching abilities, schools need to fully cooperate with enterprises, providing students with practical learning venues on the one hand, and providing teachers with practical work opportunities on the other hand, in order to improve the efficiency of teaching management in their profession.

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