

# Research on Teaching Mode of “Post Course Competition Certificate” for accounting major in Higher Vocational Colleges based on Big Data technology

Shan Lu, Shanshan Liu

Sanya Institute Of Technology, Sanya, Hainan 572022, China

**Abstract:** With the continuous development of information technology, we have stepped into the era of big data. The wide application of big data technology is also promoting the reform and development of vocational education, especially with the development of the education information 2.0 action plan, big data technology has been widely used in the education and teaching of higher vocational colleges, which also provides new opportunities for the reform and innovation of the teaching mode of “post course competition certificate” for accounting majors in higher vocational colleges. This paper studies the reform path of the teaching mode of “Post course Competition Certificate” for higher vocational accounting major based on big data technology, hoping to provide some references for teachers and jointly contribute to the improvement of the training quality of accounting professionals in higher vocational colleges.

**Key words:** Higher vocational colleges; Accounting major; Post course competition certificate; Big data; Reform path

As for the teaching mode of “post course competition certificate”, it refers to a new education mode that combines post demand, course content, competition mode and certificate system. This mode plays an important role in promoting the cultivation of accounting students, accounting comprehensive ability and professional accomplishment. It can change the traditional single teaching mode, promote the effective connection between education and teaching and post work, and enable students to gradually develop into professional talents needed by society. However, in view of the actual situation, there are some problems in the implementation of this model in the accounting major, such as outdated teaching content and single curriculum structure, which require us to carry out reform and innovation. However, big data technology itself contains rich resources and is simple to operate. Its penetration into the teaching of “post course Competition certificate” of accounting major in higher vocational colleges can further improve the effectiveness of this model and improve the quality of accounting professional talent training. In this regard, in the new era, it is necessary for us to build a new normal of “Post course Competition certificate” teaching of accounting major based on big data technology, and use modern technology to enable the high-quality and innovative development of “post course Competition certificate” mode, so that the quality of accounting professional talent training can be improved.

## I. The value and significance of integrating big data technology into the teaching mode of “Post course Competition Certificate” for accounting majors in higher vocational colleges

### 1. Expand the course capacity and stimulate the interest in history

Einstein once said that interest is the best teacher. For vocational accounting students, when they are more interested in course teaching, they will often put more vitality and energy, and the learning effect will be twice the result with half the effort. This also provides a good enlightenment for the development of the teaching mode of vocational accounting major “post course competition certificate”, that is, in the teaching process, the teaching link should be designed according to the things that students are interested in. To create an “interesting” teaching mode, so that students can gain more happiness and growth in “learning through joy”. However, if we want to achieve this goal, it is obviously unrealistic to simply rely on the traditional education mode. At the same time, in the past, the teaching content of “post course Competition Certificate” of higher vocational accounting major is relatively old, and it lacks the connection with new positions and new changes in the market, which also affects students’ learning enthusiasm and learning effect. With the support of big data technology, we can obtain abundant resources, which also helps us to expand the course capacity and stimulate students’ interest in learning, so that the teaching mode of “post course competition Certificate” can be effectively carried out and implemented.

### 2. Optimize the teaching method and improve the teaching effect

Objectively speaking, the influence of big data on vocational education is very great, especially it can optimize the teaching methods of vocational education, which will also be of great benefit to the improvement of teaching effect. According to the teaching mode of “post course competition certificate” for accounting majors in higher vocational colleges, the traditional teaching mode mostly emphasizes theory and ignores practice, which also affects students’ professional competition and certificate examination. However, with the support of big data, the teaching method and curriculum mode of “Post course Competition Certificate” for higher vocational accounting majors have also taken a new turn. First of all, with the support of big data, we can rely on the Internet and other means to open the digital teaching mode, create a new learning mode of “post course competition certificate” based on big data for students, form a new mixed teaching pattern, and effectively improve the effectiveness and interest of course teaching. Secondly, with the support of big data, we can help students break through the learning difficulties through a variety of digital resources, and realize the effective integration of theoretical learning and practical learning, so as to comprehensively improve the quality and effect of education and teaching.

### 3. Promote students’ employment and development

For the teaching mode of “post course competition certificate”, its own practical value is to promote students’ comprehensive ability

training and vocational certificate examination, so as to lay the foundation for their better employment and development in the future. However, due to the influence of traditional education concepts and models, the teaching mode of “post course Competition Certificate” in higher vocational accounting majors is not sufficiently connected with enterprise positions and certificate examinations, which also affects the employment and development of students in this major to a large extent. However, big data technology can expand the space for the development of “post course competition certificate” mode. For example, it can open up the “digital” bridge between accounting teaching and enterprise positions, and lead students to better carry out the study and practice of post practice and vocational skill level certificate knowledge, which will certainly promote students’ certificate examination and comprehensive ability training. Help them to better employment and development in the future!

## **II. Based on big data technology, vocational accounting major “post course competition certificate” teaching mode reform path**

### **1. Innovation of teaching content based on big data technology**

In the process of developing the teaching mode of “post class competition certificate”, how to ensure the scientificity and adaptability of the teaching content is a problem worthy of our deep thinking. At present, the teaching content of the teaching mode of “post course Competition Certificate” for accounting majors in higher vocational colleges is mainly based on pure professional course teaching, and it lacks the integration of the knowledge of post, competition and skill registration certificate, which also affects the practical effect of the teaching mode to a certain extent. In this regard, in the new era, it is necessary for higher vocational accounting majors to do a good job in the innovation of the teaching content of “Post course Competition Certificate”, especially to pay attention to relying on big data technology to innovate the teaching content, so as to comprehensively improve the teaching quality of “post course Competition Certificate” and promote the growth and development of students. To be specific, first of all, accounting majors in higher vocational colleges can use big data technology to achieve effective connection with enterprises, skill registration certificate institutions and other departments, consider the “X” certificate category required by students in combination with the characteristics of accounting majors and the demand of market talents, understand the specific job qualities required by students, and then integrate some “new” teaching content from this starting point. For example, professional teachers can use big data technology to calculate the current market accounting enterprises’ demand for talent skill level certificates, and then select some certificate content that can be “integrated with the curriculum” to fill the accounting course, such as “intelligent finance and taxation vocational skill level certificate”, so as to promote the effective integration between course teaching and the 1+X system. Let the “post class competition certificate” teaching mode of moral education effectively carry out. It should be noted that in this process, teachers should keep the “overlapping content” and eliminate those backward content, so as to fully improve the scientific and cohesive content of curriculum teaching. On this basis, teachers should also base on the assessment standards of “X” certificate to do a good job in the innovation of practical training courses, such as referring to the ability requirements of “X” certificate, the certificate-related work process into the practical training courses, etc., so as to comprehensively improve the effective integration between courses, posts and certificates, and promote students to learn more and gain more.

### **2. Innovative teaching methods based on big data technology**

As we all know, good teaching methods are an important basis for ensuring the teaching quality of “Post Course Competition Certificate” for accounting majors in higher vocational colleges. Under the guidance of big data technology, the majority of teachers should also pay attention to relying on modern educational technology to innovate the teaching mode of “post course competition Certificate” of accounting major, leading students to learn more knowledge and harvest more growth. To be specific, first of all, in teaching practice, teachers can rely on big data and Internet technology to introduce some actual accounting cases, guide students to grasp the learning content through the analysis of relevant case resources, and strengthen their professional ability. Secondly, teachers can build a “big data education platform” to guide students to carry out online learning and blended learning. For example, in the teaching process, teachers can create a blended accounting major classroom through online + offline thinking, so that students can break through the learning difficulties by combining micro-lessons and other technologies, so that their learning quality can be improved. To realize online teaching through big data, guide students to carry out digital skills competition, grasp the problems and shortcomings encountered in their learning, and then adopt centralized tutoring or online tutoring to promote students’ learning and comprehensively promote the cultivation of their professional ability.

### **3. Optimize teaching evaluation based on big data technology**

As an important part of the teaching of accounting major in higher vocational colleges, teaching evaluation is an important guarantee for the teaching effect of “Post course Competition Certificate”. However, in combination with the actual situation, in the previous teaching mode of “post course competition certificate” for accounting majors in higher vocational colleges, teaching evaluation mostly centered on teacher evaluation, and the evaluation criteria and content were mostly knowledge-based and results-based evaluation, which also affected the quality of professional teaching. In this regard, in the new era, we can rely on big data technology to innovate the accounting professional evaluation mode, so that the teaching mode of “post course competition certificate” can be carried out efficiently. To be specific, first of all, in terms of evaluation standards, professional teachers can base on the current big data background, cooperate with enterprises or certificate institutions and other subjects to clarify the evaluation standards, and introduce innovation ability, practical ability, craftsman spirit and certificate ability into the evaluation, so as to lay the foundation for the effective implementation of “post course competition certificate” teaching. Secondly, in terms of evaluation methods, professional teachers should expand the evaluation subject on the basis of “teacher

evaluation”, actively introduce enterprises and certificate institutions into the evaluation, develop a variety of evaluation modes such as self-evaluation, social evaluation, certificate evaluation and enterprise evaluation, and pay attention to the use of big data technology to carry out comprehensive evaluation of students. For example, they can carry out skills competitions together with enterprises, and evaluate students through big data technology, give comprehensive evaluation and guidance, and lead students to better improve and develop.

#### 4. Improve the base construction based on big data technology

The construction of training base is a key module for the innovation and development of higher vocational accounting major in the new era. In this regard, under the background of big data, in order to better promote the development of the “post course competition certificate” model and improve the quality of professional personnel training, higher vocational colleges and teachers must do a good job in improving the construction of the base. First of all, higher vocational colleges and teachers can base on school-enterprise cooperation and cooperate with relevant enterprises to establish school-in-school and school-in-school together with them, so as to provide perfect practice base services for accounting students. Secondly, schools and enterprises can jointly develop teaching software and simulation accounting software or platform based on the background of big data era, so as to ensure that students can better learn professional knowledge, experience job skills and obtain relevant certificates. Moreover, schools can cooperate with banks, accounting companies and other entities to carry out practical training cooperation based on big data and the Internet, so that students can learn relevant content and carry out professional practice with the help of big data platform, so as to comprehensively promote the growth and development of students. Finally, based on the background of the era of big data, the school should introduce talents from enterprises to campus as part-time lecturers or managers of training bases to provide students with more real-time enterprise technology information, guide students’ job practice and study improvement, so that they can learn more advanced and useful professional knowledge, and better grow and develop in the future.

In general, in the era of big data, the teaching mode of “post course competition certificate” for higher vocational accounting majors is also in urgent need of new changes. In this regard, the majority of higher vocational colleges and teachers should recognize the significance of big data technology in promoting the teaching mode of “post course certificate” for accounting majors, and create a new normal teaching mode of “post course Certificate” for accounting majors based on big data through effective innovation and reform in teaching practice, so as to give full play to the educational value of “post course Certificate” teaching mode. Improve the quality of talent training for accounting majors, and escort students for better employment and development!

## References:

- [1] Xiaomin Li. Research on the construction of vocational Accounting Curriculum System under the integration of “Post Course Competition Certificate” [J]. *Finance and Accounting Learning*,2022(20):148-150.
- [2] Xiaohong Zheng. Construction of Vocational Accounting professional Talent Training Model for Post Course Competition Certificate [J]. *China Management Information Technology*,2022,25(13):227-230.
- [3] Jiejun Yan. Exploration and Research on the Integration of Online and Offline Teaching of Accounting Major in Higher vocational Colleges [J]. *Knowledge Library*,2022(24):166-168.
- [4] Liping Zhou. Research on Teaching Mode of “Post Course Competition Certificate” for Big Data and Accounting Major in Higher Vocational Colleges [J]. *Journal of Hubei Vocational and Technical College*,2022,35(01):68-71.
- [5] Rui Li. Optimization and Practice of Vocational Accounting Curriculum System based on “Integration of Courses and Certificates”, “Integration of courses and Competitions” and “Combination of courses and Posts” [J]. *Modern Vocational Education*,2017(07):142.