

The Way to Improve the Effect of Teaching Civics in Accounting Courses

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Abstract: In the background of the new era, China's demand for talents gradually changes from the traditional demand for professional talents to the demand for comprehensive talents, and the importance of the teaching of the curriculum of the university's Civics is gradually highlighted, and more and more universities are aware of the importance of the curriculum Civics. In the current teaching of accounting courses in colleges and universities, there are mainly some teachers' old educational philosophy, single teaching method of professional courses and insufficient independent learning ability of students. In the subsequent development process, more attention should be paid to changing the teaching philosophy of accounting teachers in colleges and universities, diversifying the teaching methods of the courses and continuously improving the self-learning ability of students to improve the teaching effect of accounting courses.

1. Introduction

In the context of the new era, the demand for talents is becoming more diverse, and traditional sexual talent cultivation can no longer meet the current needs of talents. This requires us to strengthen the construction of the teaching staff and improve the ideological and political qualities of teachers and students. In classroom teaching, teachers should stand at the forefront, comprehensively control every aspect, implement the concept of cultivating morality and cultivating people in teaching, and firmly adhere to the correct political direction.

2. The current situation and teaching dilemma of accounting professional course Civics

2.1. Some teachers have outdated educational concepts

From the current situation of talent cultivation in colleges and universities, there is a serious imbalance between talent demand and talent supply in China. In order to better meet the requirements

of the development of socialist cause with Chinese characteristics and improve the quality of talent cultivation in colleges and universities, the direction of talent cultivation in colleges and universities in the new era has changed from traditional skill-based talent cultivation to comprehensive talent cultivation, which highlights the importance of Civic and Political Education. The industrial structure determines the development speed and scale of national economy^[1]. In this new historical period, how to integrate the teaching of accounting profession and ideological and political education in higher education has become a crucial challenge for universities. In the current teaching process of accounting majors in colleges and universities, there are still many colleges and universities neglecting the teaching of ideology and politics, and many teachers of accounting majors are influenced by traditional teaching ideas, and generally think that the main task of students is to learn professional courses and neglect ideological and political education^[2]. Because the teachers' education concept fails to keep up with the pace of the times, the ideological and political education of financial accounting courses is hindered^[3].

2.2. Single way of teaching Civics in professional courses

At present, many higher education institutions in China have begun to explore the ideological and political reform of relevant accounting majors, and have achieved certain results^[4]. Through the teaching of accounting professional courses can make college students establish correct outlook on life values and professionalism, which can help them better adapt to the needs of social development^[5]. However, the majority of accounting teachers still adopt traditional theoretical teaching methods to instill professional theories to students, and the classroom interaction line is poor, which leads to low motivation of students, thus making it difficult to improve the teaching effect. In order to better cultivate high-quality accounting talents, colleges and universities need to combine modern education concepts and carry out corresponding teaching reform research^[6]. At present, the teaching method of financial accounting course mainly adopts offline lectures, and lacks measures to make full use of big data. Internet information technology and multimedia teaching equipment, which leads to the limitation of professional materials that students have, and makes it difficult to integrate Civics learning with professional course learning. The single way of teaching Civics of the course makes it difficult to further stimulate students' learning enthusiasm, thus hindering the process of Civics reform of accounting professional course. It is difficult to further stimulate students' learning enthusiasm, thus hindering the process of Civic Reform of accounting courses^[7].

2.3. Insufficient independent learning ability of students

Under the background of the integration of Civic and Political Science, the learning pressure brought by the knowledge and content of financial accounting majors is increasing, which requires not only teachers to teach in the classroom, but also students' continuous self-study^[8]. However, many students' enthusiasm and initiative of independent learning in university have decreased, especially in the lack of awareness of independent learning of Civic and Political Science teaching content^[9]. This leads to the low efficiency of teaching financial accounting course and poor teaching effect, which cannot reach the expected goal^[10]. At the same time, many teachers in colleges and universities do not play a good ballistic role, many teachers think they have completed their tasks after finishing classroom teaching, and it is difficult to provide effective guidance to students outside of classroom time, while the problems encountered by students in the process of self-learning are also difficult to get timely help from teachers, and these factors together lead to the decline of students' enthusiasm for independent learning^[11]. It constitutes a negative impact on promoting the teaching reform of financial accounting courses.

3. The path to improve the effect of teaching Civics in accounting courses

3.1. From the teacher level - updating teachers' teaching philosophy

With the introduction of the new curriculum reform concept and the in-depth development of quality education, more and more schools begin to pay attention to the cultivation of students' independent learning ability. Teachers in colleges and universities should always adhere to education as a guide, actively promote advanced culture and undertake the important mission of leading students. In this process, teachers of accounting majors should study Marxism-Leninism classical literature deeply through various channels, actively promote socialist core values, and constantly improve the level of thinking and political theory in order to achieve higher education goals^[12]. In addition, colleges and universities should provide regular training for teachers of professional courses in teaching Civics and Political Science, so that they can deeply understand the importance of teaching Civics and Political Science under the new situation and continuously improve the comprehensive quality of professional teachers themselves. In the process of teaching financial accounting courses, teachers should take the philosophy of thinking and government teaching as the guidance, guide students to think independently and explore the philosophical ideas contained in the professional courses, so as to cultivate their correct "three views" and ambitious aspirations and actively participate in the construction of socialism with Chinese characteristics^[13].

3.2. From the teaching level - enriching the teaching methods of the course

For a long time, higher education institutions have mainly adopted classroom lectures in accounting teaching, while students can only passively receive theoretical knowledge instillation, which has led to the inability to effectively improve the quality of financial accounting teaching^[14]. As an indispensable part of China's higher education system, financial accounting has a crucial influence on the country's economic development. Under the background of integrating the course of thinking and government, the teaching reform of financial accounting course needs to realize the diversification of education and teaching methods, such as adopting various ways such as seminar teaching and case teaching, taking students as the center and fully stimulating their learning enthusiasm, so that students can understand and master the professional knowledge of financial accounting from the height of philosophy through group discussion and brainstorming in the financial accounting classroom, thus improving their level of cognition of the objective world^[15]. With the combination of online and offline methods, we can stimulate students' learning enthusiasm, enhance the integration of Civics teaching and professional course teaching, strengthen the appeal of financial accounting classroom teaching, and stimulate the sense of mission of teachers and students, so as to promote the steady development of financial accounting course teaching reform work.^[16]

3.3. From the student level - strengthening students' self-learning skills

From the perspective of course Civics, the accounting students are motivated and required to abandon the traditional passive learning concept and develop good habits of active learning, make full use of Internet channels^[17], collect relevant materials and professional materials extensively, keep abreast of the changes in the accounting standard system and constantly explore new knowledge areas^[18]. In addition, they should pay attention to the design of teaching contents, integrate theoretical contents into accounting practice, encourage students to organically integrate Civic Studies with professional courses, pay attention to national current affairs guidelines and policies, aim at improving professional literacy, and help students establish correct outlook on life and values. In addition, teachers should screen students' professional learning resources^[19], encourage them to

complete relevant contents independently outside of classroom teaching, and discuss Civics teaching and professional theories through classroom teaching in order to promote the reform of financial accounting course teaching in the context of curriculum Civics integration^[20].

4. Conclusion

As an applied discipline, the cultivation of accounting students should not be limited to the cultivation of professional skills, but also strengthen the cultivation of students' comprehensive qualities. In the current context of ideological and political courses, teachers of accounting majors in universities should strengthen the construction of ideological and political courses to better achieve talent cultivation goals.

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