

Research on the Training Mode of Financial Accounting Professionals in the Internet Age

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Abstract: In the Internet era, there is an increasing demand for management accounting talents. The traditional teaching content, teaching mode and teaching method can no longer meet the current needs, and reform is imperative. In order to meet the development needs of the Internet age, based on the research on the training mode of financial accounting professionals in the Internet age, this paper puts forward to adjust the training objectives of financial accounting professionals and establish a sound curriculum system of "internet plus Financial Accounting"; Reform the existing teaching mode and concept to improve teachers' professional practice ability; Establish and improve the teaching assessment mechanism to feed back the teaching reform. Through these reform and innovation measures, we can cultivate high-quality financial accounting talents to meet the needs of the Internet era.

1. Introduction

Internet era refers to the era when profound changes have taken place in social life, economic operation, information dissemination and other fields under the background of the wide application of Internet technology [1]. The arrival of the Internet era can be traced back to the 1990s, marked by the worldwide popularity of the Internet [2]. With the rapid development of computer technology, people began to realize cross-regional and cross-time information exchange and sharing through the Internet. The emergence of the Internet has provided people with a more convenient and efficient way of communication, promoted the globalization of information dissemination, and promoted comprehensive changes in the fields of economy, culture and education [3]. With the information explosion in the Internet age, people can easily access a huge amount of information resources through the Internet. At the same time, any individual or organization can publish information through the Internet platform, which makes the information dissemination instant and global, and speeds up the flow and dissemination of information. Internet technology has brought revolutionary changes to education and learning. With the development of online education platform, learning resources are no longer limited by time and space, and people can participate in learning through the network anytime and anywhere [4]. At the same time, the Internet also provides a variety of learning resources and auxiliary tools, broadening the channels and ways of knowledge acquisition.

The arrival of the Internet era has brought great changes and opportunities to all walks of life, and the field of financial accounting is no exception [5]. With the rapid development of information technology and the popularization of the Internet, the traditional financial accounting methods are undergoing profound changes. In this context, cultivating financial accounting professionals with the needs of the Internet era has become an important topic in today's higher education [6]. The traditional training mode of financial accounting professionals mainly focuses on cultivating students' basic knowledge of finance and accounting and manual operation skills to meet the internal financial management needs of enterprises [7]. However, with the rapid development of the Internet era, financial accounting has changed from simple data processing and report preparation to an advanced function that pays more attention to data mining, analysis and strategic decision-making. Therefore, the traditional training mode can no longer meet the current and future needs. Under the background of Internet era, it is necessary to rethink the training mode of financial accounting professionals. The new training mode should emphasize the organic combination of financial accounting professional knowledge and information technology, and cultivate students'

expertise in data analysis, business intelligence and information security [8]. At the same time, we should also pay attention to students' innovative spirit and teamwork ability, so that they can adapt to the rapidly changing and competitive Internet environment. In the Internet age, financial accounting professionals also need to have the ability of cross-border integration. With the rise of digital economy, financial technology and other emerging fields, financial accounting has become more and more closely integrated with laws, statistics, computer science and other disciplines. Therefore, it is very important to cultivate financial accounting talents with interdisciplinary background.

2. The Key Problems Existing in the Current Training Mode of Financial Accounting Professionals

2.1 Thinking is Limited to Traditional Teaching Ideas

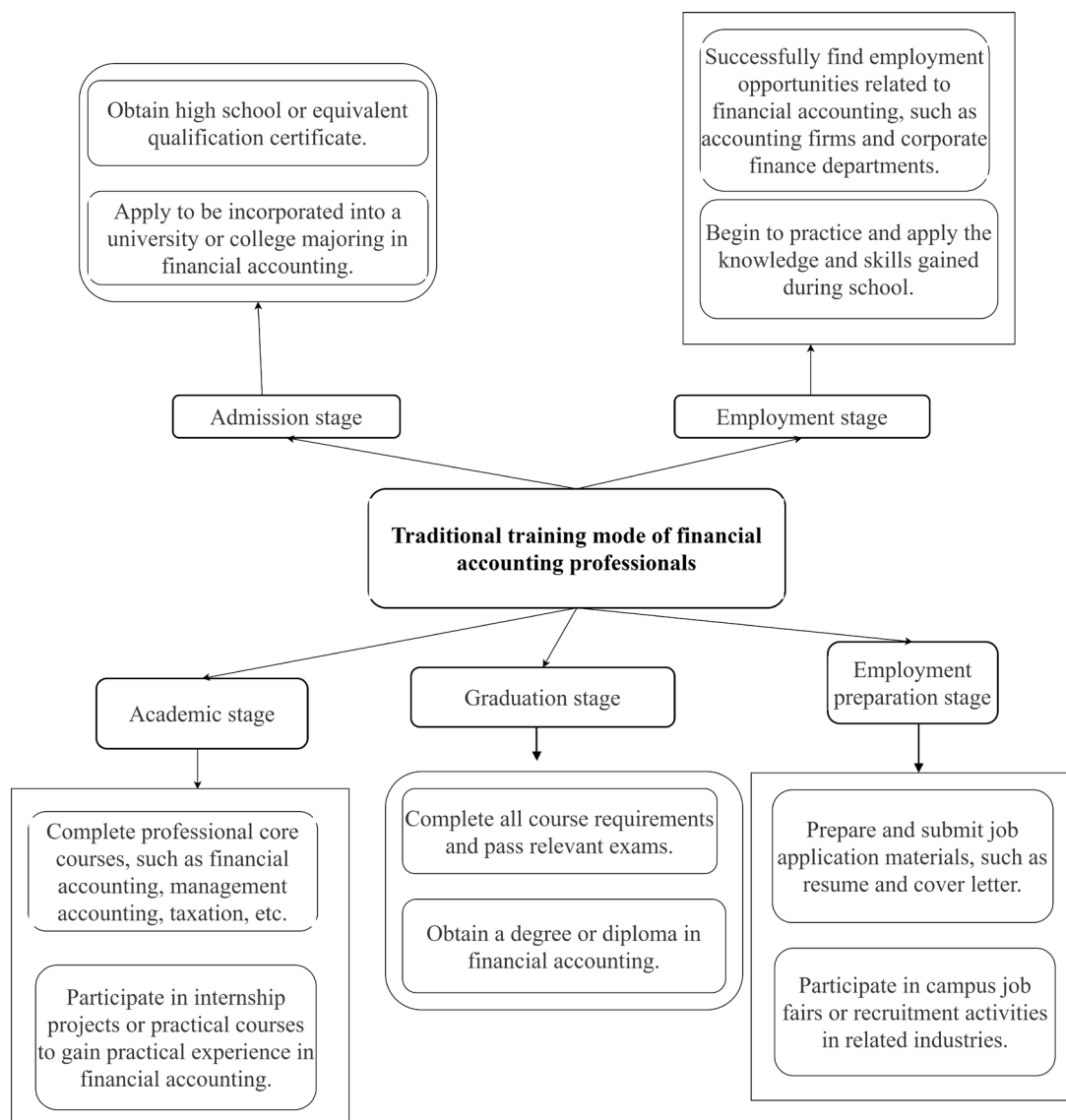


Fig.1 Traditional Training Mode of Financial Accounting Professionals

The traditional training mode often adopts centralized teaching, ignoring the differences among students [9]. Each student has a unique learning style, interest and ability, but the traditional model fails to meet these diverse needs. This leads to some students' learning difficulties and setbacks; At the same time, high-level students may feel bored and have not been properly challenged. Therefore, personalized and differentiated teaching methods are essential to stimulate the potential of each student. The traditional training mode places too much emphasis on knowledge inculcation and memory, and pays attention to the ability to take exams. However, the requirements of the real

world for individuals have changed from simply mastering knowledge to being able to use knowledge flexibly to solve problems. Cultivating students' innovation, critical thinking, communication ability, teamwork and problem-solving ability is the need to adapt to social development [10]. Therefore, the traditional model needs to pay more attention to cultivating students' comprehensive skills, rather than just staying at the knowledge level. The traditional training mode often focuses on theoretical teaching and gives students limited practical opportunities, as shown in Figure 1.

Practice is the key link to cultivate students' practical operation and problem-solving ability [11]. The traditional training mode pays too much attention to the instillation of theoretical knowledge, but lacks the teaching content closely combined with practice. It is difficult for students to effectively apply the knowledge they have learned in virtual environments such as talking on paper and simulating problem solving to actual situations. There are relatively few practical links in the curriculum, and they only stay in simple experimental operations or classroom demonstrations, which cannot meet the needs of students for in-depth practice [12]. Students lack the opportunity to observe, think and solve problems in real scenes, and cannot fully understand and master the actual operation and application in related fields. Through practice, students can apply what they have learned to practical situations and exercise their practical operation ability, teamwork ability and innovation ability. Therefore, in order to train students more effectively, the teaching mode needs to break through the traditional teaching concept, so that students can gain real-world experience.

2.2 Personnel Training Objectives Vague

At present, the training goal of financial accounting professionals in colleges and universities is to be able to engage in accounting and supervision, but this training goal only stays at the basic level, lacking the background of the Internet era, and rarely considering the requirements of enterprises for the information literacy and comprehensive business processing ability of financial accounting personnel, resulting in the need for financial accounting graduates to undergo enterprise training to adapt to the financial accounting work in the Internet era.

Traditional financial accounting majors focus on basic theories and traditional accounting methods, but in the information age, financial accounting needs to adapt to the development of new technologies, data analysis and big data. However, the curriculum and teaching content of many traditional colleges and universities have not kept up with these changes in time, which leads to the problem of insufficient skills for graduates in practical work. In the information age, financial accounting has changed from paper documents to electronic and automatic processing, which requires certain information technology knowledge and data analysis ability. However, the traditional education of financial accounting major often ignores the courses and training related to information technology, which makes graduates cope with difficulties in the information environment. With the in-depth development of the global economy, financial accounting positions require not only mastering accounting knowledge, but also knowing knowledge in many fields such as economy, law and management. However, the traditional personnel training of financial accounting major mainly focuses on accounting itself, lacking in-depth understanding and comprehensive application ability of other disciplines. Although colleges and universities usually practice the employment-oriented talent training mode, the separation of teaching content and actual job requirements leads to the problem that financial accounting graduates are out of touch with the information age, which is difficult to meet the needs of enterprises for graduates' professional skills.

3. Training Mode of Financial Accounting Professionals in the Internet Age

3.1 Adjust Personnel Training Objectives, and Establish a Sound “Internet Plus Financial Accounting” Course System

The combination of Internet and financial accounting is the inevitable result of the adaptation of traditional accounting to the development of technology. In the process of technological innovation, colleges and universities also need to redefine the original talent training objectives. From the

perspective of the Internet, students majoring in financial accounting should be trained as information talents with Internet thinking and vision, who can analyze, process and apply all kinds of information and data, and engage in accounting, supervision and decision support.

In order to achieve the new goal of talent training, colleges and universities need to reconstruct the existing curriculum system, combine their resource endowments and school-running characteristics, re-examine the current demand of major enterprises for financial accounting professionals, and set up professional courses with the fundamental goal of cultivating students' employability. For example, colleges and universities can strengthen the teaching of financial software, data analysis tools and information systems, train students to skillfully use spreadsheet, database management, data visualization and other skills, and understand the application of new technologies such as cloud computing, artificial intelligence and blockchain; Colleges and universities introduce knowledge of economics, management, marketing and other related disciplines to help students fully understand the operation mode and market demand of enterprises, improve the comprehensive ability and overall concept of financial accountants, and enable them to better support the development strategy of enterprises; Colleges and universities can provide internship and project practice opportunities by strengthening cooperation with enterprises, financial institutions and other practical work scenarios, so that students can exercise their skills, solve practical problems and cultivate their practical and innovative ability in real financial accounting work.

3.2 Reform the Existing Teaching Mode and Concept, and Improve Teachers' Professional Practice Ability

The requirements for the training of financial accounting professionals have undergone profound changes in the Internet era. Traditional financial accounting education pays attention to the teaching of theoretical knowledge and basic skills. Now, with the rapid development of information technology and the popularization and application of the Internet, financial accounting professionals need to have more extensive and diversified abilities. First, information technology has become an indispensable part of financial accounting. Financial accounting talents in the new era need to master all kinds of financial software and tools, and have the ability of data analysis and management. They need to understand and be able to use modern financial information systems to effectively process, analyze and store a large amount of financial data through technical means, and turn it into valuable information to support enterprise decision-making. At the same time, emerging technologies such as cloud computing, artificial intelligence, and blockchain are also changing the way financial accounting works, posing new challenges and opportunities for professionals. Secondly, financial accounting professionals need to have strong data analysis and decision-making ability. In the Internet era, financial data is large and diverse, so how to extract useful information and trends from the massive data has become an important ability. Financial accounting talents need to have the thinking mode and skills of data analysis, and use statistical and mathematical methods to analyze the data in depth, find problems, predict trends, and provide targeted decision support. They should also understand the laws and trends of business development, understand and interpret the business significance behind financial data, and provide strategic guidance for enterprises. The training mode of financial accounting talent management is shown in Figure 2.

In addition, the Internet era requires financial accounting professionals to have a wide range of interdisciplinary knowledge background and comprehensive application ability. Financial accounting is no longer an isolated functional department, but closely linked and influenced by other departments. Financial accounting talents need to understand and grasp the knowledge of economy, management, market and other related fields, so as to better understand the operating environment and business needs of enterprises and be able to apply these knowledge to practical work. At the same time, they also need to have good communication and coordination skills and be able to cooperate effectively with various departments to jointly promote the development and innovation of enterprises. Promoting the construction of teachers in colleges and universities is an important way to train high-quality talents and provide high-quality education. Colleges and

universities can actively introduce excellent teachers at home and abroad and provide them with a good research platform and development opportunities. Through the global recruitment and cooperation projects, attract teachers with rich experience and innovative consciousness to join.

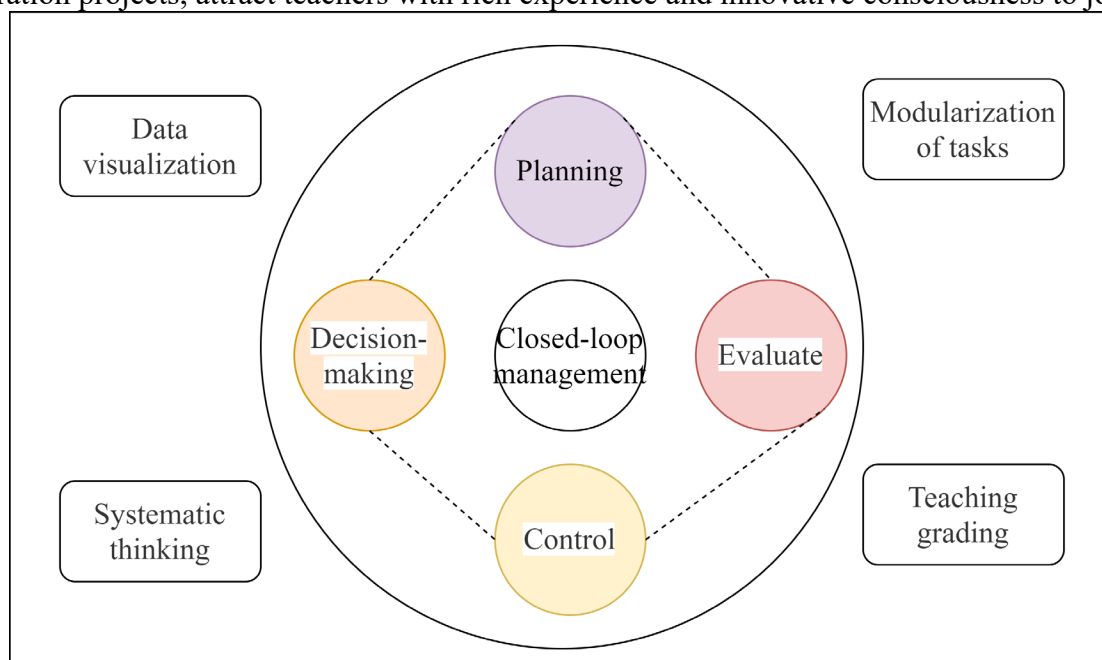


Fig.2 Training Mode of Financial Accounting Talents Management

3.3 Establish and Improve the Teaching Assessment Mechanism to Feed Back the Teaching Reform

In order to cater to the development trend of the era of big data, the teaching of financial accounting specialty breaks through the traditional curriculum assessment and level model, and then the assessment results with more operational and practical application value can be obtained. In order to ensure the teaching level of teachers and improve the teaching quality of colleges and universities, the following measures can be taken. First of all, colleges and universities can set up a student evaluation system, so that students can evaluate teachers' course content, teaching methods and interactive effects, and collect feedback through anonymous questionnaires or online platforms. Such evaluation can provide targeted feedback for teachers and help them improve teaching methods and improve teaching quality. Secondly, colleges and universities can organize peer review activities so that experienced teachers can observe and evaluate other teachers' classroom teaching. This kind of peer review can promote the communication and sharing between teachers and improve the quality of the whole teaching staff. In addition, colleges and universities can invite external experts to evaluate teachers' teaching, so as to ensure the objectivity and impartiality of the evaluation. Through regular teaching inspection, teaching demonstration or lectures, experts can provide evaluation based on professional knowledge and experience, thus guiding teachers to improve their teaching level. In addition, it is also important to establish a reward and punishment incentive mechanism. Give awards and honors to teachers with outstanding teaching achievements, and set up corresponding promotion channels. At the same time, teachers who have serious teaching problems or do not meet the teaching requirements need to take corresponding corrective measures and counseling support. Through these measures, colleges and universities can continuously improve teachers' professional level and teaching quality.

4. Conclusions

In the Internet era, the personnel training of financial accounting major is facing new challenges and opportunities. In order to adapt to the development trend of informationization, digitalization and intelligence, financial accounting specialty needs comprehensive reform and innovation to

cultivate high-quality talents with the needs of the Internet era. Through the above summary, we can see that the training mode of financial accounting professionals in the Internet era needs to pay attention to information technology ability, data processing and analysis ability, interdisciplinary ability training, innovation and entrepreneurship ability, practical teaching and industry-university cooperation and lifelong learning concept. In a word, the Internet era has put forward new requirements for the training mode of financial accounting professionals. In order to meet the development needs of the Internet era, the personnel training of financial accounting specialty needs to adjust the personnel training objectives and establish a sound curriculum system of “internet plus Financial Accounting”; Reform the existing teaching mode and concept to improve teachers' professional practice ability; Establish and improve the teaching assessment mechanism to feed back the teaching reform. Through these reform and innovation measures, we can cultivate high-quality financial accounting talents to meet the needs of the Internet era.

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