

On the Talent Training Path of "School Enterprise Cooperation and Industry Education Integration" of Accounting Specialty in Higher Vocational Colleges in Hubei Province

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Abstract: Accounting involves a wide range of fields. Companies in any industry need accountants to carry out accounting and financial management for the company. Therefore, accounting has always been a hot industry in China. In the developing market economy, the demand for accounting professionals has increased sharply, and the requirements for accounting professionals have become higher. Therefore, higher vocational colleges in Hubei Province should pay timely attention to the trend of the industry and cooperate with enterprises in order to train talents who can better meet the needs of the market.

1. Introduction

"Production" in the integration of industry and education refers to industry, and "education" refers to education and training, teaching and teaching. The integration of production and education refers to the integration of production, education and training. Teaching in production and production in teaching is a two-way integration process. Enterprises and colleges are the main body of the integration of production and education. In terms of status, the integration of industry and education is the strategic decision-making and system for the national development of vocational education. In school enterprise cooperation, "school" refers to the school and "enterprise" refers to the enterprise. School enterprise cooperation means that colleges and universities seek cooperation with enterprises in order to achieve the goal of talent training. School enterprise cooperation is the realization form of industry education integration strategy. Industry education integration and school enterprise cooperation focus on collaborative education, that is, according to the goal orientation of talent training, educators (including schools and enterprises) reasonably allocate and integrate high-quality resources of all parties, cooperate and cooperate in an all-round way, effectively organize education and teaching activities, and improve the comprehensive quality of educatees.

2. Requirements for accounting professionals in the new era

2.1 Master information technology

The continuous development of science and technology has brought new opportunities to all walks of life. The use of information means has brought great convenience to all enterprises and effectively improved the efficiency of enterprise work. The accounting industry is no exception. The rapid development of information technology has brought great impact on the traditional accounting processing mode. The effective use of big data and the gradual popularity of electronic invoices, as well as new information technologies such as mobile payment, have put forward new requirements for accounting practitioners. Although there is a great demand for Accountants in the market, the elimination rate of employees in the accounting industry has indeed reached more than 90% in all occupations. Therefore, for the training and guidance of students, colleges and universities should timely understand the latest developments in the industry, organize students to carry out practical learning and update students' knowledge system in time, To better meet the

requirements of enterprises.



Figure 1 development of accounting informatization

2.2 Unique nature of accounting industry

Due to the high confidentiality of the accounting industry and its non productive industry, it is difficult for colleges and universities to truly realize the integrated training of schools and enterprises in the training of students, which makes many students have very few opportunities for internship. Students majoring in accounting lack practical opportunities, resulting in a serious lack of practical experience, and it is difficult for the school to create a good practical opportunity for students, which leads to many students. Although they have excellent professional knowledge, they lack practical training and practical training, which makes many students lack their own ability and find it difficult to find a suitable job after graduation, Even if you find a job, it is difficult to adapt to the requirements of the enterprise in time, can not meet the standards of the enterprise for talents, and lack sensitivity to the development and dynamics of the industry, resulting in a high elimination rate.

2.3 Threats from artificial intelligence

In recent years, artificial intelligence has been pouring into the lives of all families, ranging from intelligent broadcast assistant, floor sweeping robot and other products to the design of intelligent robot, which has greatly improved the convenience of people's life, made people more close to the concept of artificial intelligence and felt the charm of high technology. For the use of artificial intelligence in the accounting industry, the name "Deloitte financial robot" came into the public's view in 2017. It has many functions such as information entry, summary and consolidation, and has the ability of supervision and management in addition to such data operation, After that, the "Ernst & Young intelligent robot" was launched, which made artificial intelligence a big step forward in the accounting management industry. The continuous updating and improvement of artificial intelligence robots has attracted the attention of the whole accounting industry. The use of robots to work has greatly reduced the cost of human management for enterprises. Therefore, many enterprises have actively signed contracts for robots, This trend poses a serious threat to the employment of staff in the accounting industry and students majoring in accounting in higher vocational colleges.

3. Significance of teaching integration and school enterprise cooperation

Integration of industry and education: it refers to that vocational schools actively set up professional industries according to their specialties, closely combine industry and teaching, support and promote each other, build the school into an industrial business entity integrating talent training,

scientific research and scientific and technological services, and form a school running mode integrating schools and enterprises. "Production" refers to industry and production activities that drive industrial economy; "Education" refers to schools and relevant education authorities. The integration of industry and education aims at cultivating high-quality applied industry talents. The two sides of "industry" and "education" realize the coordinated development of industry and education through in-depth close cooperation, interdependence and resource sharing. The integration of industry and education and school enterprise cooperation have the following significance.

The goal of higher vocational education is to improve teaching resources, increase employment rate, create influential brand majors, and cultivate high-quality skilled and technical application talents. Relying on the school running mode of integrating industry and education and school enterprise cooperation, higher vocational colleges reasonably set up majors and allocate courses, and reasonably connect teaching links with industrial and professional standards and norms, guided by industrial development and demand, Targeted training of talents matching the needs of industrial development. Make colleges and students form a good reputation in the job market and drive enrollment. In the deep cooperation with enterprises, teachers in higher vocational colleges can obtain industry-leading and practical rich teaching resources, and improve their knowledge application ability and practical operation ability. Form a stable "double qualified" teacher team.

3.2 Innovate the talent training mode under the mechanism of collaborative education

Enhance the core competitiveness of employment and Entrepreneurship of accounting students in Higher Vocational Colleges in Hubei Province, and the school enterprise cooperation mode of industry education integration has effectively realized the resource integration and complementary advantages between Higher Vocational Colleges and enterprises, so that students can immerse themselves in the direction of practical technology application and industrial development in enterprises on the basis of mastering rich theoretical knowledge, So that students can find their own learning direction in practice, enrich professional knowledge, improve professional skills and cultivate the ability to solve practical problems. At the same time, in the process of zero distance contact with business scenarios, students have the opportunity to contact industry experts, senior technical experts and enterprise managers, which not only helps students get one-to-one guidance from industry experts and senior technical experts, but also may get the investigation of enterprise managers and obtain employment opportunities in the process of enterprise practical learning.

3.3 Improve the competitive advantage of accounting professionals in Higher Vocational Colleges in Hubei Province

Cooperative enterprises can give priority to professional and technical talents who are competent for their posts, reduce the cycle and cost of employees' pre job training, realize in-depth exchanges between enterprises and colleges in production, learning and research in the mode of integration of industry and education, and provide colleges with post standards for technical talents and participate in the whole process of talent training, It can not only improve the theoretical knowledge of enterprise managers in human resource management, but also help higher vocational colleges improve the quality of graduates. Colleges and universities formulate talent training plans according to the actual needs of enterprises, and move forward the staff training link, which not only saves the cost of human resources, but also reserves rich high-quality human resources for enterprises in advance, so as to facilitate the selection of excellent graduates. In addition, school enterprise cooperation not only shows the corporate sense of social responsibility, but also publicizes the strength of the corporate brand to the public.

4. Current situation of collaborative education of Accounting Specialty in Higher Vocational Colleges

4.1 Relevant policies and regulations on industry education integration and school enterprise cooperation are imperfect

At present, the integration of industry and education and school enterprise cooperation have risen to the national strategic level. However, from the implementation of policies related to the integration of industry and education and school enterprise cooperation, there are still the following adverse factors: first, there is a lack of systematic planning, detailed guidelines, implementation rules and security system, unclear rights, responsibilities, interests and division of labor between schools and enterprises, and no specific provisions on the use of funds; Secondly, the relevant tax regulations and accounting policies are constantly updated, the supporting policies and systems of industry education integration and school enterprise cooperation are not effectively connected with relevant laws and regulations, and the integration of industry, learning and research is not realized.

4.2 Few enterprises participate in the integration of industry and education and school enterprise cooperation

Firstly, due to the characteristics and nature of accounting work, a large number of enterprises' accounting information and customers' trade secrets are involved. Many enterprises have strict monitoring and restrictions on accounting work, resulting in less training content for students in practice, or often arrange less important work for students' practice and training, which also leads to the limited number of cooperative enterprises. Secondly, the enterprise is an economic organization for the purpose of profit, but the current mode of industry education integration and school enterprise cooperation is difficult to bring substantive economic benefits to the enterprise, the investment and contribution can not get the corresponding return, the form of cooperation is superficial, the cooperation mechanism is not perfect, and the participation is lack of initiative. In the specific professional construction, curriculum development, practice and training management and other links, most enterprises are in a passive state, and the overall effect of benefit sharing is poor. Therefore, most enterprises are unwilling to actively participate in school enterprise cooperation.

4.3 The proportion of enterprises participating in the integration of industry and education and school enterprise cooperation is uneven

The forms of enterprise participation and cooperation mainly include talent training scheme formulation, curriculum system setting, teaching resource development, teacher team construction, practice and training base construction, curriculum teaching, post practice and so on. However, from the current situation, the higher proportion of enterprises' participation is the construction of teaching staff and practice training base. The total amount of enterprises participating in the development of curriculum and teaching materials is small, there is also a phenomenon of "nominal", and the number of students received by order training is also limited.

5. Preliminary study on the talent training path of "school enterprise cooperation and industry education integration" of accounting major in Higher Vocational Colleges in Hubei Province

5.1 Change the teaching mode

At present, the training methods of accounting students in various higher vocational colleges mainly focus on the mastery of students' professional knowledge, focusing on cultivating them with a complete knowledge framework system, and their courses are mainly set up to complete academic education, which results in many students' strong mastery of professional knowledge, but there is a great vacancy in vocational employment. Therefore, for higher vocational colleges, we should change the traditional education mode and strengthen the training of vocational education. Based on

this aspect of training, major colleges and universities can train their operation skills at work and master some common knowledge of operation according to the business norms of actual jobs in the setting of students' learning courses, or carry out curriculum teaching with the educational model of vocational industry university research integration, etc; On the other hand, higher vocational colleges can actively hold on-the-job accounting experts or vocational education experts to the school for expert seminars, and formulate a set of appropriate teaching system through continuous exploration and analysis and combined with the actual situation of the school.

5.2 Schools and enterprises explore talent training programs together

In terms of talent training of accounting management, the school has more professional and excellent educational resources, and enterprises have a better understanding of the current industry trends and industry needs, which can provide students with more practical opportunities. Therefore, schools and enterprises should work together to formulate a set of reasonable measures to improve students' professional quality and practical ability. Schools and enterprises should jointly formulate appropriate talent training modes. For the objectives and standard routes of talent training, and what training requirements and curriculum should be met by talents, higher vocational colleges and enterprises should jointly negotiate to promote the scale of talent training to meet the requirements of the market, curriculum and training objectives, and meet the existing national policy standards. Schools and enterprises should closely combine the needs of students' education industry with the school's teaching process, so that students' practical skills can be improved.

5.3 Enterprises shall provide students with opportunities for practice

On the road of industry university integration, the biggest obstacle is that the existing enterprises can not provide opportunities for accounting students' internship. Only when major enterprises really provide more opportunities for students' internship, can they really promote the combination of schools and enterprises. As a bridge and link between the government and various enterprises, China's Accounting Association should actively shoulder the responsibility of better promoting the joint development of schools and enterprises. The association has more opportunities to contact the personnel of enterprises and better understand the trends of the whole accounting industry. Therefore, the people of the association should contact enterprises and schools, Create an interconnected bridge for the cooperation between campus and enterprises, and form a joint model of schools, enterprises and accounting associations to jointly train accounting graduates of higher vocational colleges, so that they have high professional quality and can meet various requirements of enterprises.

6. Conclusion

The joint training of talents in the accounting industry by schools and enterprises is a good measure in line with the requirements of the times and the market. It not only provides more opportunities for students' practice, but also brings new vitality to enterprises. Therefore, colleges and universities should constantly improve the professional quality of accounting students, so that students can better adapt to the practical operation in enterprises; As an enterprise, it should also expand the opening of students' practical posts and provide more students with practical opportunities. Only in this way can we cultivate more excellent talents and promote the better and faster development of China's accounting industry.

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