

# On The Reform of Accounting Teaching In Higher Vocational Colleges Under The Mode of Cultivating Innovative Talents

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## ABSTRACT

*With the continuous development of China's social economy, there are more and more small and medium-sized enterprises and institutions, and the demand for Accountants is becoming more and more urgent. At present, there is more and more financial software in accounting work, which leads to higher and higher requirements for the professional quality of Accountants in enterprises. This article analyzes the shortcomings of the traditional accounting teaching mode, as well as the specific methods of accounting teaching reform in Higher Vocational Colleges under the innovative talent training mode.*

**Keywords:** Innovative Talents, Cultivation Mode, Higher Vocational Accounting, Reform in Education

## I. INTRODUCTION

In recent years, through continuous efforts, higher vocational colleges have cultivated many high-quality talents for enterprises and institutions. However, in the process of accounting teaching in some higher vocational colleges, there are still some problems, such as weak teachers, imperfect hardware and software facilities, and unclear teaching objectives. Then, the main reason for this situation is that it is affected by the traditional teaching mode. Therefore, if higher vocational colleges want to change this situation, they must improve and innovate the teaching mode. In accounting teaching, only by adopting appropriate teaching mode can higher vocational colleges get better development.

## II. RESEARCH METHOD

This is a qualitative study. The reform of accounting teaching in higher vocational colleges is the only way of teaching in higher vocational colleges. The teaching reform under the innovative talent training mode needs to start from the reality, think about the problem from the perspective of the whole, fundamentally improve the professional quality of students, and cultivate innovative accounting talents that meet the needs of the society.

## III. DISCUSSION

### 3.1 Reform the Teaching Curriculum System

Compared with ordinary colleges and universities, the main teaching goal of higher vocational colleges is to train technical talents for the development of China's socialist construction. Therefore, higher vocational colleges should focus on the talents needed by enterprises in accounting teaching. As accounting teachers in higher vocational colleges, when designing the curriculum system, we must consider the specific needs of enterprises and focus on cultivating students' hands-on ability. On the basis of relevant professional courses, we must design more teaching practice counteroffers of accounting courses [1]. Only by combining theory with practice can we help students master more theoretical knowledge and accumulate rich practical experience. For example, when explaining "accounting vouchers", teachers can teach students to fill in and review accounting vouchers; When explaining "accounting books", after each teaching, teachers can arrange students to register the books themselves.

### 3.2 Expand The Faculty

Accounting has a strong practicality and is also an application-oriented discipline. Therefore, higher vocational colleges must focus on training high-quality teacher development teams. First of all, higher vocational colleges need to strengthen the training of accounting teachers, and create more conditions for teachers to go deep into reality. Through

this collective training, not only can the practical level of teachers be improved, but also their professional quality can be effectively improved. Then, higher vocational colleges should encourage young teachers to actively take the professional qualification certificates related to accounting. Because these examinations are very practical and timely, taking these certificates can help teachers update their teaching knowledge, so as to cultivate a high-quality teaching team for higher vocational colleges.

### **3.3 Case teaching needs to be combined with practical activities**

In order to improve students' ability to solve problems with teaching knowledge, schools must adopt a new teaching method, which combines case teaching with practice, so as to improve students' professional quality. Through case teaching, we can organize all kinds of knowledge learned in the textbook into a framework. When learning cases, students can understand how to link knowledge with real life [2]. At the same time, this can also strengthen the ability of students to use theoretical knowledge and realize the transformation of theoretical knowledge into professional technology. In addition, the school should strictly require students to follow the relevant provisions of the education department when formulating training plans, and find internship units for students in need, so that students can experience the application methods of accounting knowledge during their internships.

### **3.4 Create a laboratory**

In modern society, one of the evaluation criteria for Accountants is whether accountants can skillfully master the ability to operate computers, and whether they can quickly and accurately apply accounting related software. Therefore, in the process of teaching, higher vocational colleges must pay attention to the setting of experimental values and professional teachers. Teachers install accounting application software on computers in the laboratory, which is a new teaching method, that is, network teaching. This teaching method has targeted characteristics and can provide students with an operating platform for learning accounting [3]. To a certain extent, doing so not only helps students to skillfully use computer operation methods, but also enables students to learn more professional application software related to accounting, so as to better meet the needs of contemporary society for accounting talents. In the process of accounting teaching in higher vocational colleges, it is very important to carry out practical accounting training in simulation practice. Because in the actual training of computerization, many programs are generated by themselves, students can fully understand the relevant processes of accounting only by repeatedly practicing manual simulation. At the same time, if higher vocational colleges want to cultivate students' comprehensive digital ability, they must create laboratories related to accounting and simulate students' ability to combine computer operation with manual operation.

## **IV. CONCLUSION**

When higher vocational colleges formulate teaching models, they must consider the actual situation of students, the development of schools and the actual needs of enterprises. Only in this way can students' professional quality be effectively improved and they can gain competitive advantages in future employment.

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