

10.18686/eer.v2i4.4481

Analysis of Mixed Teaching Mode of Financial Accounting Comprehensive Simulation and Practical Training Courses in Colleges and Universities

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Abstract: Hybrid teaching has significant advantages in financial accounting courses in colleges and universities, which is conducive to improving students' learning interest and promoting ability training. However, there are few studies on hybrid teaching in comprehensive simulation practical training courses of financial accounting. Therefore, this paper analyzes this and finds that it still has problems such as insufficient technical equipment. In order to better play the advantages of mixed teaching, improve the quality of teaching.

Keywords: University financial accounting; Comprehensive simulation training; Blended teaching

Comprehensive quality and practical skills play a significant role in the field of financial accounting. In the comprehensive simulation and practical training of financial accounting in colleges and universities, the mixed teaching method is emerging, which can provide students with a good learning experience. Through the use of real-time simulation cases, it is beneficial to improve students' teamwork ability, communication ability and practical operation skills. However, during the teaching period, students still suffer from the lack of self-learning motivation and insufficient equipment. This paper analyzes the advantages and shortcomings of blended teaching, and formulates the solution, hoping to improve the teaching quality of financial accounting comprehensive simulation practical training courses in colleges and universities.

1. The shortcomings of mixed teaching in financial accounting comprehensive simulation training courses in colleges and universities

1.1 Lack of technical equipment

Lack of technical equipment is one of the problems of blended teaching mode. For some universities, there is no advanced network infrastructure and computer equipment, which leads to the limitation of students in simulated practical training. Lack of technical equipment. It will not only reduce students' sense of experience, but also limit the promotion of blended teaching. Due to the lack of equipment, the cultivation of students' financial accounting practical skills is severely restricted. There is pressure not only in the teaching field, but also at the academic level. To solve this problem, we need to adapt and improve.

1.2 Students lack of autonomy

Teachers adopt mixed teaching methods, and some students lack autonomy and learning motivation. Compared with traditional teaching methods, blended teaching requires the improvement of students' autonomous learning ability and self-discipline ability. However, in the absence of supervision of students, some students reduce their motivation to study, which occurs, and the lack of external pressure leads to blood disorders. Under the premise of unsupervised learning, students' study will also be affected, which is not conducive to improving students' learning effect.

1.3 There are differences in the level of technology application

In blended teaching, the skill level of students varies. Some students do not understand the simulation software, which leads to problems in the practical training process. The need to solve technical barriers for students makes teaching more difficult. This difference not only makes teaching more complicated, but also leads to teaching not understanding students' technical problems. Students have a greater sense of unfamiliarity with technology, so teaching is difficult to proceed smoothly. The application of technology not only restricts the practical operation of students, but also has an impact on the teaching effect. Therefore, as educators, it is more necessary to deeply analyze the technology infection of students, solve the problems for students in time, and promote the smooth flow of mixed teaching.

1.4 Teacher guidance is difficult

The use of blended teaching methods will increase teachers' tutoring and feedback tasks. Because of the difference in students' learning progress, teachers have a problem that cannot be relieved for a long time. Sometimes for a student to solve the problem, but forced to change their attention, unable to control the learning state of students. This situation makes it difficult for students to implement personalized tutoring, and the tutoring effect is greatly reduced. Network tutoring is complicated, the teaching effect seems to be separated by time, so that people feel confused teaching.

2. Suggestions on mixed teaching mode of financial accounting comprehensive simulation and practical training courses in colleges and universities

2.1 Integrate learning resources

In the simulated practical training course, teachers provide students with learning resources such as electronic textbooks and video explanations, which is conducive to stimulating students' initiative and avoiding the limitation of time and space. Outside the classroom, students can also learn independently, find teaching resources at any time, and improve their understanding of financial accounting. Developing independent learning mode is conducive to cultivating students' ability to solve problems independently. Through the combination of electronic textbooks and videos, students' different learning needs are met and various learning paths are provided for students. The introduction of online simulation software can improve students' practical operation ability. Through the integration of teaching mode, students can get familiar with the knowledge system of accounting, combine theoretical knowledge with practice, and lay a solid foundation for future work. The use of mixed teaching measures is of great value to improve the ability of comprehensive use of knowledge and cultivate students' innovative thinking.

2.2 Simulate the actual operating environment

It is an important measure to apply virtual financial system and simulation software in simulation training course. In the simulated environment, students can be close to the real operation, not only combining theory and practice, but also providing students with real financial scenarios. Students through the generation of financial statements, checking accounts, etc., is conducive to improving students' operational ability, so as to facilitate students to skillfully solve various financial problems in the future. The use of interactive learning mode can improve the flexibility of students to solve problems. In order to cultivate students' practical operation ability, it is conducive to improving students' competitiveness, so the use of technical means to simulate practical operation is conducive to cultivating students' financial literacy.

2.3 Analysis and discussion of practical cases

Through traditional classroom teaching, students can analyze and discuss actual financial cases, and put forward their own views under the guidance of teachers. This teaching method aims to improve students' ability to think about problems. The teacher presents the case to the students and guides them to think about the actual situation. Under the instruction of teachers and the interaction of students, students can understand the nature of the problem and stimulate their initiative. Students share their ideas in class to provide reference for other students. This teaching mode is not only to transfer knowledge, but also to construct knowledge system. In the nursing process of teachers, students and students, students can deeply analyze financial problems, and promote students' innovative ability to be solved.

2.4 Group Cooperation

In the stage of completing the financial accounting project, the teacher can organize the students into groups, and the members of the group can work together to complete the project. This mode not only exercises students' ability to solve problems, but also helps improve students' teamwork ability. Through the project division, students give play to their own advantages and work together to solve problems. This collaborative measure not only complements individual work capabilities, but also tests the synergies of the team as a whole. During the project phase, students will improve their communication skills through communication and analysis of details. In group cooperation, students not only get practical experience, but also cultivate students' ability to solve problems and promote mutual cooperation among students.

2.5 Real-time feedback and evaluation

The use of automated assessment tools is a practical step, allowing teachers to provide accurate guidance to students by providing feedback on their simulated training performance. The advantage of this assessment method is its uniqueness. The performance of students in simulated practical training can be captured and observed at any time, which helps teachers to understand the weaknesses of students, adjust the learning direction for students, and help students adapt to the course progress. Automated assessment tools can not only identify students' weaknesses, but also analyze data to help teachers provide targeted teaching strategies. Through timely feedback, students can clearly understand the shortcomings of simulated practical training, which is helpful to enhance students' motivation for improvement. Therefore, through

the application of automatic evaluation tools, to create a perfect evaluation system, to provide accurate teaching methods for simulated practical training courses.

2.6 Regular online interaction

Online interaction is possible during the discussion and analysis of the case. By interacting with students online, teachers can understand students' learning stress and grasp students' learning dynamics. In this way, teachers can provide targeted guidance to students, timely understand students' problems and give answers. Online discussions not only spread knowledge, but also expand students' thinking and improve their understanding through interaction. Students analyze academic information online, promote cooperative learning, and feedback students' learning to teachers, which is convenient for teachers to adjust the teaching progress.

To sum up, blended teaching practice still has shortcomings in simulated practical training courses. It is beneficial to improve the effect of blended teaching by integrating online learning resources, simulating practical operating environment, real-time feedback evaluation, and analyzing and discussing actual cases. With the advent of the information age, it is hoped that the mixed teaching model can be fully applied in the comprehensive simulation practical training courses of financial accounting in colleges and universities, so as to provide help for the future career development of students.

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