

10.70711/eer.v2i5.4920

Research on the Cultivation of Intelligent Financial Talents for Accounting Majors in Colleges and Universities Based on the Integration of Production and Education

Bingyun Cen

Hainan Vocational University of Science and Technology, Haikou, Hainan 571126

Abstract: Through questionnaire survey, this paper summarizes the current status of intelligent financial talents training in accounting majors in colleges and universities, and summarizes the shortcomings based on the status quo. Next, based on the important role of the integration of production and education in the training of intelligent financial talents, this paper puts forward talent training paths such as the construction of the integration platform of production and education, the optimization of curriculum provision, and the strengthening of the construction of teacher teams, aiming to provide theoretical support and practical guidance for the training of high-quality intelligent financial talents to meet the needs of The Times.

Keywords: Integration of production and education; College accounting major; Intelligent financial talents; Talent training path

Introduction

As an innovative education mode, the integration of industry and education can promote the organic connection of education chain, talent chain, industrial chain and innovation chain, and realize the sharing of resources and complementary advantages between universities and enterprises. For accounting majors in colleges and universities, the integration of production and education can make the teaching content closer to the actual work scene and improve students' practical ability and innovative thinking. Therefore, it is of great practical significance to deeply explore the cultivation of intelligent financial talents for accounting majors in colleges and universities based on the integration of production and education.

1. Analysis of the effect of the integration of production and education on the training of intelligent service talents for accounting majors in universities

1.1 Link industry needs with talent development programs

The integration of industry and education can break the barriers between colleges and industries, and enable colleges and universities to deeply understand the latest trends and actual needs of the industry. Through close cooperation with enterprises, colleges and universities can accurately integrate the real needs of the industry into the talent training program, ensure that the professional intelligent service talents of accounting are equipped with the professional knowledge and skills required by the market, and realize the seamless connection between talent training and industrial needs^[1].

1.2 Provide students with more practice opportunities and practice platforms

The integration of production and education builds a bridge for students to directly contact with the actual work scene. The company provides students with a wide variety of internship, practical training and project participation opportunities, allowing them to exercise and apply their knowledge in a real business environment. Such hands-on opportunities not only help students improve their professional skills, but also develop their professionalism, teamwork and problem-solving abilities.

2. Overview of the training status of intelligent financial talents for accounting majors in colleges and universities

In order to deeply understand the training status of intelligent financial talents for accounting majors in colleges and universities, this paper selects accounting majors in 2 higher vocational colleges and 1 undergraduate college in xx City as the research basis based on questionnaire survey. Design a complete questionnaire in advance, and complete the questionnaire distribution and recovery through the network. A total of 600 questionnaires were distributed and 600 questionnaires were recovered, of which 597 were valid, with an effective recovery rate of 99.5%.

Based on the analysis of the survey results, nearly 70% of the students said that their universities have opened courses related to smart finance, but the depth and breadth of the course content need to be strengthened. In terms of teaching methods, about 50% of the students think that the traditional classroom teaching is still the main, the practical teaching link is relatively weak, and the lack of real enterprise cases and project practice. In terms of teachers, about 57% of students believe that teachers have insufficient professional knowledge and practical experience in the field of smart finance, which is difficult to meet the learning needs of students. In terms of practical teaching resources, only 15% of students said that their schools provided sufficient smart financial training platforms and internship opportunities. In terms of students' own learning attitude and ability, about 76% of students showed a high interest in smart finance, but they were not motivated enough in independent learning and exploration.

Based on the above data and information analysis, accounting majors in colleges and universities have made some progress in the cultivation of intelligent financial talents, but there are still many problems. The curriculum should be further optimized, the teaching method should be more practical, the professional quality of the teaching staff needs to be improved, the practical teaching resources need to be invested, and the motivation of students' independent learning should be stimulated to better adapt to the demand for talents in the era of intelligent finance.

3. Research on the cultivation path of intelligent financial talents based on the integration of production and education

3.1 Attach importance to cooperation and build a sound cooperation mechanism

Colleges and universities should take the initiative to establish a long-term stable and close cooperative relationship with enterprises. This requirement not only requires the two sides to reach a consensus on the concept, but also practical cooperation in action, and jointly carefully formulate talent training goals and detailed programs that meet the market demand and industry development trend. Through the formal signing of a legally effective cooperation agreement, the rights and obligations of both parties in the cooperation process are clearly defined, and a long-term cooperation mechanism can be built to achieve mutual benefit and win-win. At the same time, in order to ensure the smooth promotion and effective implementation of cooperation, a special cooperation management organization with clear responsibilities should be set up to carry out comprehensive, in-depth and timely coordination and communication between universities and enterprises, pay close attention to the progress of cooperation projects, and carry out strict supervision and management of the implementation process. Discover and solve possible problems and contradictions in cooperation in a timely manner to provide a strong guarantee for the sustainable and healthy development of cooperation^[2].

3.2 Innovate curriculum system and enrich teaching methods

Closely combined with the actual needs of the industry and the development of cutting-edge technology, the existing curriculum system is comprehensively optimized and innovated. On the basis of retaining the essence of traditional accounting courses, the core courses closely related to intelligent finance are greatly increased, such as big data financial analysis, intelligent financial decision-making, and financial robot application. Active introduction of project, case, inquiry and other vivid and effective teaching methods, completely change the past single, boring teaching mode. Through project-based teaching, students can master the application skills of intelligent finance in practical operation; With the help of case teaching, students can draw experience and lessons from real business cases; Use inquiry-based teaching to stimulate students' curiosity and thirst for knowledge, develop their innovative thinking and independent problem-solving skills. Make full use of the advantages of online and offline mixed teaching, break the restrictions of time and space, provide students with a more convenient and efficient learning experience, and significantly improve the efficiency and effect of teaching.

3.3 Build a practice platform to provide students with diversified choices

Join hands with enterprises to build a practice and training base, create a real work scene, and carry out practical teaching activities with actual combat. Students are organized to participate in the real projects of enterprises in a planned way, and students are equipped with experienced business mentors for one-to-one guidance and guidance. In this way, the practical operation ability and professional quality of students are effectively improved, so that they can quickly adapt to the requirements of the job after graduation. In addition, we actively hold various smart financial competitions and innovation and entrepreneurship activities, and set up a rich reward mechanism to stimulate the enthusiasm and enthusiasm of students. Students are encouraged to give full play to their imagination and creativity in competitions and activities, exercise teamwork ability and innovative spirit, and accumulate valuable experience and capital for future career development^[3].

3.4 Use digital technology to build high-quality teachers

Make full use of the powerful power of digital technology, build a convenient and efficient online training platform for teachers, provide a rich variety of cutting-edge and authoritative learning resources, and effectively promote the continuous update of teachers' knowledge and

continuous improvement of skills. Teachers are strongly encouraged to actively participate in the research and development of digital projects of enterprises, so that they can sharpen and improve their practical ability in actual combat, and deeply understand the latest trends and technology applications of the industry. At the same time, establish a normal and standardized communication mechanism between teachers and enterprise experts to create opportunities for both sides to jointly carry out teaching research and curriculum development. Through this in-depth exchange and cooperation, the practical experience of enterprises will be organically combined with the theoretical teaching of colleges and universities, and the continuous innovation and optimization of teaching content and methods will be promoted, laying a solid foundation for training high-quality intelligent financial talents.

4. Conclusion

To sum up, the cultivation of intelligent financial talents for accounting majors in colleges and universities based on the integration of production and education is an inevitable choice to adapt to the development of The Times. Through the integration of production and education, it can effectively solve the problems existing in the current talent training, improve the quality of talent training, and transport more high-quality professionals for the intelligent development of the accounting industry.

References

- [1] Zhao Youfang, Li Yuehui, Zhao Xuexue. Research on Deepening school-enterprise Collaborative Talent Training Strategy for Finance and accounting majors from the perspective of city-level Industry-education Consortium [J]. *Engineering Research*, 2019, 9(6):169-171.
- [2] Li Jinglin, Wang Linglin. Exploration and Practice of the transformation of the training mode of accounting talents in colleges and universities from the new financial perspective -- A case study of Hubei University of Economics [J]. *Journal of Hubei University of Economics (Humanities and Social Sciences Edition)*, 2019, 21(2):15-18.
- [3] Li Sha. Exploration on Talents training and education of integration of Industry and education in "Big Data and Accounting" major in Higher vocational colleges [J]. *China Management Information Technology*, 2019, 26(13):171-174.