

# Analysis of Training Strategy of Accounting Talents under the Integration of Production and Education in the New Era

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**Abstract:** This paper expounds the connotation and significance of the integration of production and education, summarizes the existing problems in the current training of accounting talents, and puts forward a series of targeted training strategies, hoping that this study can provide more references for the training of accounting talents.

**Keywords:** Integration of production and education; Accounting talents; Cultivation strategy

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## Introduction

With the rapid development of economy and continuous progress of science and technology, the demand for accounting talents in the new era has changed significantly. As an innovative educational model, the integration of production and education provides a new way for the training of accounting talents. Under this background, in-depth research on the training strategy of accounting talents is of great significance for improving the training quality of accounting talents and meeting the needs of social and economic development.

## 1. Connotation and development significance of the integration of production and education

### 1.1 Connotation

The integration of industry and education refers to the deep and comprehensive cooperative relationship between industry and education. This kind of cooperation is not a simple connection, but through the systematic integration of educational resources and industrial resources, so as to achieve an organic combination between education and teaching and actual production practice. Its ultimate goal is to train high-quality, innovative talents who can adapt to the actual needs of industrial development.

### 1.2 Development significance

#### 1.2.1 Improve the quality of personnel training

The integration of production and education allows students to learn and practice in a real working environment. Based on this, the professional skills and practical operation ability of students can be greatly enhanced, so that the matching degree between talent training and the ever-changing market demand can be significantly improved. Students are no longer limited to the study of book knowledge, but can accumulate experience and improve their ability in the actual work scene, so as to better meet the high standard and diversified requirements of the market for talents.

#### 1.2.2 Promote the coordinated development of education and industry

The integration of industry and education has effectively strengthened the exchanges and cooperation between schools and enterprises. This close interaction has not only promoted the reform process of education and teaching, making it more in line with the actual industrial needs, but also injected a strong impetus for the upgrading and innovative development of the industry. The school can timely adjust the teaching content and methods according to the feedback of the enterprise, and the enterprise can also use the scientific research strength of the school to solve practical problems, so as to achieve mutual benefit and win-win cooperation and common progress.

#### 1.2.3 Enhance students' employment competitiveness

The integration of industry and education enables students to have an in-depth understanding of the working process and specific needs of enterprises in advance, providing them with rich practical opportunities, so that students can accumulate valuable practical experience. This undoubtedly greatly improves the competitiveness of students in employment, but also opens up a broader space and potential for students' future career development.

## **2. Challenges faced in the training of accounting talents under the background of integration of production and education**

### **2.1 Unreasonable curriculum**

The current accounting curriculum content is outdated and backward, failing to keep up with the dynamic changes in accounting regulations and policies, and failing to closely track the new trends in the development of the industry. At the same time, there is an imbalance between theoretical courses and practical courses, and the practical teaching link is relatively weak, which cannot meet the needs of students' practical operation ability training, resulting in students' difficulty in quickly adapting to the requirements of jobs after graduation<sup>[1]</sup>.

### **2.2 Insufficient practical teaching links**

The construction of practical teaching base is not perfect, and the cooperation with enterprises lacks depth and breadth, which makes the practical opportunities for students limited. Moreover, the existing practical teaching methods appear to be simple, lack of innovation and comprehensiveness, can not effectively stimulate students' practical interest and innovative thinking, and it is difficult to train accounting talents with practical operation ability and comprehensive literacy.

### **2.3 The teaching staff lacks practical experience**

Due to the lack of personal experience of working in enterprises, some teachers do not have a deep and comprehensive understanding of actual business operations, resulting in a disconnect between teaching content and practical application. At the same time, teachers have insufficient opportunities to obtain training and further study, and it is difficult to improve their practical teaching ability and provide students with high-quality practical teaching guidance.

### **2.4 The integration of production and education is not deep enough**

Most of the cooperation between schools and enterprises stays at a relatively shallow level, lacking long-term stable and effective cooperation mechanisms, as well as unimpeded communication and coordination mechanisms. In addition, the enthusiasm of enterprises to participate in talent training is generally not high, which makes the cooperation effect difficult to achieve the expected goal, and can not truly realize the value and role of the integration of production and education.

## **3. Training strategies of accounting talents under the integration of industry and education in the new era**

### **3.1 Optimize the curriculum system**

First, keep up with industry developments. Keep a keen insight at all times, update the course content in a timely manner, and integrate the latest accounting regulations, policies and industry standards into the teaching system comprehensively and accurately. Ensure that the course content is always in line with the forefront of the industry, so that students can first access to the most authoritative and practical knowledge, laying a solid foundation for their future career development.

Second, strengthen practical courses. Greatly increase the proportion of practical courses, and carefully set up a series of highly practical courses such as accounting simulation training and financial decision-making simulation. Through the development of these courses, the practical operation ability of students is effectively improved, so that they can cope with various financial problems in practical work easily and calmly<sup>[2]</sup>.

Third, integrate innovation and entrepreneurship education. Actively cultivate students' innovative thinking and entrepreneurial ability, and specially set up related courses and colorful practical activities. Stimulate students' innovation potential, so that they can not only be competent for traditional accounting work in the future career path, but also open up a broader development space with innovative spirit and entrepreneurial ability.

### **3.2 Strengthen practical teaching**

First, improve the construction of practical teaching base. Cooperate with enterprises to build internship training bases, carefully create an environment that highly restores the real work scene for students, and provide practical projects with practical operational value. Let students experience the work process in such an environment, accumulate practical experience, and make full preparation for entering the workplace smoothly in the future.

Second, enrich practical teaching methods. A variety of teaching methods such as case teaching, project teaching and simulation experiment are widely adopted to improve the effect of practical teaching in an all-round way. Through vivid and specific case analysis, practical operation of real projects and realistic simulation experiments, students can deepen their understanding of theoretical knowledge in practice and improve their practical problem-solving ability.

Third, strengthen the management of practical teaching. Establish a set of perfect practical teaching evaluation mechanism, and carry on strict supervision and evaluation to every link of practical teaching. Ensure that the quality of practical teaching is steadily improved, so that students can truly acquire practical skills and knowledge in high-quality practical teaching.

### **3.3 Promote the construction of teaching staff**

#### **3.3.1 Encourage teachers to take temporary jobs in enterprises**

Actively encourage teachers to take temporary job training in enterprises to increase teachers' working experience in enterprises. It enables teachers to personally experience the actual operation and business needs of enterprises, thus significantly improving the level of practical teaching and providing students with more targeted and practical teaching content <sup>[3]</sup>.

#### **3.3.2 Actively recruit part-time teachers from enterprises**

Employ corporate accounting personnel with rich practical experience as part-time teachers, let them participate in teaching work, and give professional guidance to students' practical activities. With their practical experience and industry perspective, they bring the latest industry trends and practical skills to students, enrich the teaching content and improve the teaching quality.

### **3.4 Establish an in-depth cooperation mechanism**

#### **3.4.1 Build a long-term and stable cooperative relationship**

The school and the enterprise solemnly signed a cooperation agreement, clearly defined the rights and obligations of both parties in the cooperation process, and established a long-term stable, solid and reliable cooperation mechanism. Provide clear norms and guarantees for the cooperation between the two sides to ensure that the cooperation can be carried out continuously and effectively and achieve the goal of common development <sup>[4]</sup>.

#### **3.4.2 Jointly develop talent training programs**

According to the actual needs of enterprises and the development trend of the industry, work together to develop accounting personnel training programs. Ensure that the training objectives are highly consistent with the job needs of the enterprise, and the cultivated talents can quickly adapt to the working environment of the enterprise and contribute to the development of the enterprise.

## **4. Conclusion**

In the new era, the integration of production and education brings new opportunities and challenges to the training of accounting talents. Through optimizing the curriculum system, strengthening practical teaching, promoting the construction of teaching staff, establishing deep cooperation mechanism and other strategies, the training quality of accounting talents can be effectively improved to meet the needs of social and economic development for high-quality accounting talents.

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