

The Path of Accounting Practice Innovation from the Perspective of Knowledge Economy

Yingnan Yang

Institute of Finance and Economics, Siping Professional College, Siping, Jilin, 136000, China

Keywords: Knowledge economy; Accounting; Teaching practice; Innovation path

Abstract: Accounting subject is a professional subject closely related to economic and social development, and it is facing great challenges brought by knowledge economy. Knowledge economy has brought great changes to accounting environment and put forward new requirements for accounting work. Based on the author's learning and practice experience, this work first analyzed the problems and causes of accounting practice teaching, and then proposed several ideas to improve accounting practice teaching.

1. Introduction

The knowledge economy will become the support point of the new social and economic development model. The competition of economy, science and technology as well as comprehensive national strength of all countries in the world will be increasingly intensified. While this competition is ultimately the competition of talents and intelligence, and ultimately reflects the competition of education [1]. The main influences of knowledge economy on accounting environment include: First, the outdated and scrap rate of knowledge is increasing; second, accounting personnel in the increasingly complex working environment, and the modernization of computer network and accounting means requires accountants to have high quality and comprehensive ability.

2. Problems Existing in Accounting Practice Teaching and Causes

2.1 The concept of practical teaching has not been fully put into practice and has not really penetrated into the whole process of accounting teaching

Influenced by the exam-oriented education concept, there are still many teachers in the teaching process pay more attention to the indoctrination of accounting knowledge, emphasizing the theoretical, systematic and integrity of accounting knowledge, and students aim to get the diploma through the examination [2]. Although accounting teachers have realized that accounting is a very practical subject, there is still a one-sided understanding of accounting practical teaching. The educational philosophy dominated by theoretical teaching still affects accounting education, and this is obvious no matter in the subject setting, teaching hour arrangement, or in teaching content, teaching method.

2.2 Practical teaching environment and form sheet

In terms of the configuration of the training room, it is far from meeting the requirements of simulation. Meanwhile, due to the shortage of experimental funds, the software and hardware of the training room lag behind the current actual situation, and there is no complete accounting simulation data system. Many of the materials used are compiled by teachers themselves, which cannot guarantee the requirements of practice and training. Although this way helps students solve the problem of disconnection between theoretical knowledge and practice to some extent, it is still far from the actual situation [3]. The construction of off-campus training base is also reluctant to become the accounting training base of the school due to the economic and other reasons that the income and payment of the partner are not equal. The serious lack of off-campus training base

makes it impossible for students to put their professional practice into practice. Most students take advantage of this rare opportunity to find a job and spend very little time in practice.

2.3 The teaching material of accounting simulation experiment is not perfect and students' learning enthusiasm is not high

Accounting practice teaching should include a series of subjects in accounting (including financial accounting, management accounting, cost accounting), auditing and financial management. It should also include manual operation and computer operation. However, from the perspective of simulation experiment teaching in many schools, the subjects that actually embody the simulation experiment are only financial accounting and cost accounting, and there are few internship subjects involving financial management, management accounting, audit, tax, finance etc., and the computer operation is also relatively small. The existing teaching materials still use the method of text description for the economic business that takes place, and the explanation is not vivid [4]. Due to the increasing number of students in colleges, interactive teaching method is also difficult to carry out. The boring theoretical teaching and theory can not be closely combined with practice, leading students to passively accept knowledge, and the knowledge they have learned can not be solid and stable.

2.4 The instructor lacks specialization and practical experience

There is no professional team of teachers in accounting simulation experiment. Professional teachers not only take on the teaching task of accounting theory, but also instruct the students in accounting simulation experiment. Most of the accounting teachers are directly from college graduates. Due to they have not participated in the practice of accounting work, they are not strong in their hands-on ability. It is often difficult to grasp some practical specific problems that are not covered in the theoretical subject, and they can only imagine by their own knowledge and ability in the process of simulation experiments [5]. On the other hand, most colleges have not included teachers' participation in social practice into the teaching management plan or formation system, and there is no corresponding arrangement and guarantee in terms of time, organization and funds, which inevitably leads to the phenomenon of teachers' separation from practice. Due to their lack of experience in operating real economic activities, teachers lack the ability to draw lessons from facts, apply them flexibly and enumerate examples in the teaching of practical training subjects, which is not conducive to adjusting the content and form of experiments according to the update of professional theoretical knowledge and the change of teaching objectives.

3. Some Ideas on Improving Accounting Practice Teaching

3.1 Update teaching concepts

For accounting majors, practical ability is the main advantage of competition, but also their foundation in society. Therefore, updating the teaching concept and strengthening the practical teaching of accounting are the key to the current accounting education. Accounting education should update the concept, optimize the subject, adjust the subject design and highlight the practical ability. To cultivate senior applied accounting talents with the ability to solve practical problems, the key point is to design the accounting professional subject system which is suitable for the characteristics of practical work. The future accountant must have the ability to communicate and receive information, the ability to work with others, and the ability to solve problems creatively. Therefore, subjects such as English, computer science, speech skills, digital characters and writing skills, etc. all enter the practical skills program as one of the hardware qualities of accounting talents. In terms of knowledge structure, professional knowledge of accounting and business management should be possessed [6]. These can help students understand the ability of business leaders to integrate and apply this knowledge, as well as develop students' ability to handle and solve practical problems of economic business.

3.2 Improve the practical skills of accounting teachers and cultivate "double-type" teachers

With the acceleration of international economic integration, the speed of integration of accounting work with international practices is accelerating, and our country's accounting theory and accounting methods are constantly developing and improving. Teachers should always learn the latest accounting laws and regulations, update knowledge, expand their horizons, and continuously improve the level of accounting theory, strengthen the training of practical ability. It is necessary to regularly research and practice in business units to closely integrate theoretical knowledge with accounting practices. It is necessary to strive to obtain the qualification certificates of accountants and certified public accountants by participating in the corresponding qualification examinations, and to meet the requirements of accounting education for teachers' "double-type".

First, teachers should be trained by combining school with enterprise. Companies, units and accounting firms are invited to hire financial directors and certified public accountants as visiting professors, so that they can go to the school to guide accounting teaching, conduct teacher training, and let them serve as accounting subjects to make up for the practical knowledge of accounting teachers in school. insufficient.

Second, the theoretical level and practical skills of accounting teachers should be improved by way of combining teaching and practice. For teachers who have not been trained in practice and have poor hands-on ability, they will arrange business training in the accounting department of enterprises and enterprises to improve their practical operation ability and application ability.

Third, accounting teachers should be encouraged to go to the enterprise to conduct research, so as to discover problems, research problems and solve problems, accumulate rich practical experience, be proficient in the actual operation of each stage of the accounting cycle, and be able to answer the operational problems that arise during the accounting cycle. Proficiency in the handling of some special accounting matters in accounting, with the ability to synthesize and analyze accounting information [7]. The teaching of accounting teachers should be based on the "going to society", strengthen the connection with the society, master the new accounting information and establish a "teacher contact enterprise system", which not only can combine the theory and practice of teachers, but also can help students get the first time accounting information. Students broaden their horizons and feel a sense of urgency, which will make students have a great need and interest in learning.

3.3 Improve practical teaching ways and strengthen case teaching

We must combine theoretical teaching activities with practice organically. On the one hand, this can enhance students' interest through case teaching and social survey activities; on the other hand, through the case teaching, accounting theory teaching activities are organically combined with accounting practice. On the basis of students' learning and mastering certain accounting theory knowledge, students are organized to participate in social investigation activities and collect accounting cases. Through the analysis of cases in the teaching process, students become the main body of teaching activities, organically combine the accounting theory knowledge and accounting practice, constantly discover problems and solve problems, master the theory in practice and guide practice with theory. This can achieve the purpose of better mastering theoretical knowledge, thereby initiating students' thinking and inspiring their creativity, and improving their comprehensive operational ability to deal with accounting practice problems.

3.4 Strengthen the construction of practice base to ensure an adequate environment for students to practice

We will increase the investment of experimental funds and establish a practical training room for accounting simulation experiments that can simulate actual accounting work flow, work environment and functional positions in a comprehensive simulation. At the same time, we will strengthen the links between schools and enterprises, strengthen the construction of practice bases and take the road of cooperation between schools and enterprises. This is because: first, such enterprises are the main destination for students to find jobs. Second, enterprise accounting is close

to modern financial accounting. Teachers through investigation and collection of data is conducive to experimental teaching as close as possible to the actual requirements.

4. Conclusion

The teaching reform of accounting education ability cultivation is a great challenge faced by teachers at present, which also requires teachers to guide students to proceed from reality, teach students in accordance with their aptitude, actively stimulate students' inner potential and specifically cultivate each student's professional skills. Meanwhile, in the process of accounting teaching in secondary vocational schools, teachers should constantly accumulate their own teaching experience, constantly reflect on teaching results, attach great importance to the cultivation of students' ability and cultivate more professional talents for the knowledge economy and society.

References

- [1] McGaw, J. A. . (1985). Accounting for innovation: technological change and business practice in the berkshire county paper industry. *Technology & Culture*, 26(4), 703-725.
- [2] Carlsson-Wall, M. , & Kraus, K. . (2015). Opening the black box of the role of accounting practices in the fuzzy front-end of product innovation. *Industrial Marketing Management*, 45, 184-194.
- [3] Alam, M. , & Nandan, R. . (2010). Organisational change and innovation in small accounting practices: evidence from the field. *Journal of Accounting & Organizational Change*, 6(4), 460-476.
- [4] Askarany, D. . (2015). Innovation of management accounting practices and techniques. *Social Science Electronic Publishing*, 10-19.
- [5] Rahman, N. A. A. , Hassan, S. , & Said, J. . (2015). Promoting sustainability of microfinance via innovation risks, best practices and management accounting practices. *Procedia Economics and Finance*, 31, 470-484.
- [6] Wilson, R. A. , & Sangster, A. . (1992). The automation of accounting practice. *Journal of Information Technology*, 7(2), 65-75.
- [7] Coombs, H. M. , & Edwards, J. R. . (1995). The financial reporting practices of british municipal corporations 1835–1933: a study in accounting innovation. *Accounting & Business Research*, 25(98), 93-105.