

Analysis of Accounting Talent Training Model Based on the Industry-academic Integration

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Abstract: The industry-academic integration is an educational model that closely integrates industry and education, especially in accounting education. A solution has been proposed for the current problems in the professional education of accounting talents, such as the disconnection between teaching content and practical application, single teaching methods, and the industry-academic integration. This cooperation model can not only improve the quality and level of accounting education in schools, but also better meet the needs of enterprises for high-quality accounting talents, and promote the sustainable development and innovation of the accounting industry. The industry-academic integration provides accounting students with a real career environment and operational opportunities, improves their practical abilities and employment competitiveness, and also delivers more high-quality and market-oriented professional talents to enterprises. The advantage of integrating industry and education lies in the close relationship between schools and enterprises, providing students with a broader learning and practical platform, and injecting new vitality into the sustainable development of enterprises.

1. Introduction

The integration model of industry and education is an educational model that organically combines the reality of production and life with curriculum teaching, permeating and promoting each other[1]. With the development of social economy and the deep transformation and upgrading of industrial structure, the position of this integration model in vocational education is increasingly prominent, especially in accounting professional education.

At present, the current situation and problems in the professional education and teaching of accounting talents are mainly reflected in the following aspects: firstly, the teaching content is disconnected from practical applications, making it difficult to meet the needs of enterprises for high-quality accounting talents; Secondly, the teaching methods are single, lacking innovation and practicality, making it difficult to cultivate students' practical operational abilities; The third issue is that the cooperation between schools and enterprises is not close enough, and there is a lack of long-term stable cooperative education mechanisms, resulting in a significant gap between school education and enterprise demand[2]. To address these issues, we need to explore the establishment of a long-term mechanism for cooperative education from the perspective of "industry-academic integration". Firstly, schools should strengthen cooperation with enterprises, understand their actual needs, integrate their actual needs into curriculum teaching, and make teaching content more closely related to practical applications. At the same time, schools can also invite enterprise experts to participate in teaching, jointly develop teaching plans, and ensure the practicality and foresight of teaching content. Secondly, schools need to innovate teaching methods, focus on practical teaching and case teaching, and cultivate students' practical operational abilities. By simulating corporate accounting operations and conducting internships and practical training, students can better understand the actual operational process of corporate accounting and improve their practical abilities. Schools can also establish a corporate mentor system, inviting corporate experts to serve as student mentors, providing students with more comprehensive and in-depth practical guidance[3].

In the process of promoting the deep reform of accounting talent cultivation, it is of great significance to establish a long-term mechanism for cooperative education that integrates industry

and education[4]. This can not only improve the quality and level of accounting education in schools, but also better meet the needs of enterprises for high-quality accounting talents, and promote the sustainable development and innovation of the accounting industry[5]. Meanwhile, this collaborative model can also provide students with more practical opportunities and employment channels, promoting their talent cultivation and personal development.

2. The connotation and advantages of industry education integration

2.1. The connotation of industry education integration

"Industry" and "education" each stand as pillars of economic development and social progress, playing vital roles in shaping the future[6]. Nevertheless, the ever-evolving landscape of technology and time necessitates a departure from conventional methods. In response, the Ministry of Education has introduced a novel educational paradigm: the industry-academic integration. This approach aims to transcend the traditional school-centered model, emphasizing a symbiotic relationship between the two sectors. By fostering mutual growth and support, this integration aims to cultivate market-ready talents with exceptional skills. For accounting, a discipline that heavily relies on practical application, this integration is particularly pertinent. Accountants must possess not only a solid theoretical foundation but also practical acumen and market insight. The industry-education integration model offers an ideal platform for accounting students to gain real-world experience. Through exposure to corporate accounting operations, students can gain insights into the practicalities and intricacies of the field. Additionally, the combined guidance of corporate experts and academic mentors enhances students' comprehension and application of professional knowledge, fostering innovative and practical abilities. In conclusion, the industry-academic integration is paramount in shaping accounting education. It enhances students' practical skills and employment competitiveness, while also providing enterprises with a steady stream of market-oriented talents. This collaborative "dual-subject" education model breathes new life into the symbiotic relationship between schools and enterprises, propelling both towards mutual growth and success[7].

2.2. Advantages of Industry Education Integration

In the environment of industry education integration, the relationship between schools and enterprises has become increasingly close[8]. The cooperation between the two sides not only provides students with a broader learning and practical platform, but also injects new vitality into the sustainable development of enterprises. In this context, schools can fully utilize the resources and experience of enterprises to jointly build training bases and provide students with more simulated practical venues. Such a training base can not only help students combine theoretical knowledge with practical operations, but also enable them to feel the professional atmosphere and improve their professional qualities in the actual work environment.

In addition to the construction of practical training bases, schools can also cooperate with enterprises to provide corresponding internship opportunities for fresh graduates. This kind of internship opportunity can help students understand the workplace environment in advance, accumulate work experience, and improve practical abilities. At the same time, enterprises can also discover and select outstanding talents through the internship process, injecting new impetus into their own development.

The industry-academic integration not only requires schools to provide talent support for enterprises, but also requires enterprises to actively participate in the talent cultivation of schools. Enterprises can play an important role in talent cultivation by dispatching experts to participate in the development of teaching plans and curriculum design in schools. In addition, companies can also provide guidance teachers for internships and practical training for schools, engage in face-to-face communication with students, and share professional experience and insights.

The environment of integrating industry and education provides broad space for the common development of schools and enterprises. In this environment, schools can fully utilize the resources

and experience of enterprises to provide students with higher quality education and practical opportunities; Enterprises can also inject new vitality into their own development through close cooperation with schools[9]. This two-way cooperation and interaction will undoubtedly inject strong impetus into the sustained progress and development of society. Table 1 clearly shows the impact and effects of industry education integration on schools and enterprises.

Table 1: The impact and effects of industry education integration on schools and enterprises

Collaboration content	school	enterprise	Impact and Effect
Co construction of practical training base	Utilizing Enterprise Resources to Build Training Bases	Provide training venues and equipment	Students combine theoretical knowledge with practical operations to improve their professional competence
Matching internship opportunities	Collaborate with enterprises to provide internship opportunities	Provide internship positions and guidance teachers	Students should have an early understanding of the workplace environment and accumulate work experience; Enterprises select outstanding talents
Teaching participation	Dispatch experts to participate in the development of school teaching plans, curriculum design, etc	Provide expert resources and experience	The school's teaching plan is more in line with the needs of enterprises, improving the quality of teaching
Improvement of Teacher's Practical Ability	Encourage teachers to work part-time in enterprises or society	Provide practical opportunities and case studies	Teachers understand the actual operation of enterprises, provide real and vivid case teaching, and cultivate students' practical skills
resource sharing	Schools utilize corporate resources to provide students with high-quality education and practical opportunities	Enterprises obtain talent support and knowledge innovation through schools	The joint development of schools and enterprises injects impetus into the sustained progress and development of society

3. Problems in the Accounting Talent Training Model of Industry Education Integration

With the continuous evolution of the accounting industry and the rapid popularization of intelligent financial technology, the traditional accounting talent training model is facing unprecedented challenges [10]. The talents cultivated by schools often fail to meet the actual needs of enterprises for financial and accounting talents, and this problem is becoming increasingly prominent, becoming a bottleneck that restricts the development of the accounting industry and enterprises. In the current context of industry education integration, although school enterprise cooperation has become a trend, the actual situation is not optimistic. Most school enterprise cooperation is still superficial and lacks substantive cooperation content. The dominant position of enterprises in talent cultivation is often overlooked, resulting in talent cultivation plans, curriculum planning, internship rules, etc. being unilaterally formulated by vocational colleges. This talent

cultivation model that lacks enterprise participation is difficult to truly meet the actual needs of enterprises. The information asymmetry between schools and enterprises is also an important reason for graduates not meeting the needs of enterprises. Schools often lack understanding of the actual operation of enterprises, and enterprises find it difficult to effectively evaluate the teaching content and talent cultivation quality of schools. This information asymmetry leads to the blindness and inefficiency of talent cultivation, making it difficult for graduates to adapt to the actual needs of enterprises.

Teachers also play a crucial role in talent cultivation. However, currently many teachers only undergo professional studies in universities and internships in enterprises, lacking systematic financial work experience and practical experience. This makes it difficult for teachers to provide real and vivid business cases in teaching, and also unable to effectively guide students in practical operations. Meanwhile, due to the unclear understanding and skill requirements of teachers for various financial positions, this also affects the quality and effectiveness of talent cultivation. It is worth noting that some accounting students already have weak academic foundations and poor grades before entering vocational schools. These students often lack good learning methods and perseverance, resulting in mediocre academic performance. In this situation, even if schools and enterprises engage in deep cooperation, it is difficult to fundamentally solve the problem of talent cultivation.

To solve the current problem of cultivating accounting talents, it is necessary to start from multiple aspects. Firstly, schools need to strengthen cooperation with enterprises to ensure that their dominant position in talent cultivation is fully utilized. Secondly, schools need to strengthen the training and accumulation of practical experience for teachers, improve their teaching level and practical ability. At the same time, schools also need to strengthen their guidance and psychological counseling for students, helping them master good learning methods and cultivate learning perseverance. Only in this way can we truly achieve deep integration between schools and enterprises, and cultivate high-quality accounting talents that meet the needs of enterprises.

4. Cultivate accounting talents under the model of integrating industry and education

With the progress of the times and the development of technology, the accounting profession, as a core discipline in the business world, is facing unprecedented challenges in its talent cultivation methods. The traditional accounting talent training model often focuses too much on imparting theoretical knowledge and neglects the cultivation of practical abilities, resulting in students having difficulty quickly adapting to the actual needs of enterprises after graduation. Therefore, clarifying the goals of cultivating accounting professionals and building a platform for integrating industry, education, and research has become an urgent task in the current education sector. The top priority is to improve students' comprehensive qualities and practical abilities. This requires schools to not only teach students solid accounting theory knowledge, but also focus on cultivating their practical skills, teamwork ability, and innovative thinking. Through the platform of integrating industry, education, and research, schools can establish close cooperative relationships with enterprises and research institutions, jointly develop talent training plans, ensure that the knowledge learned by students is closely aligned with market demand, and enhance the teaching and practical abilities of accounting teachers. The problem of low enthusiasm among students for practical courses and on-the-job internships under the traditional school enterprise cooperation model also needs to be solved through the joint construction of industrial colleges by schools and enterprises. Through the platform of the Industrial College, students can gain a deeper understanding of the operational models and business processes of enterprises, directly participate in the actual work of enterprises, and achieve an organic combination of theory and practice. The implementation of this model will greatly enhance the learning interest and enthusiasm of students, enabling them to continuously grow in practice and providing more high-quality and high-level accounting talents for enterprises.

Clarifying the goals of cultivating accounting professionals, building a platform for integrating industry, education, and research, enhancing the teaching and practical abilities of teachers, and enhancing student practical participation through the joint construction of industry colleges by

schools and enterprises are all important directions for the current accounting education reform. We believe that through the implementation of these measures, more high-quality accounting talents that meet market demand can be cultivated, making greater contributions to China's economic and social development. Figure 1 clearly illustrates the process of cultivating accounting talents under the model of industry education integration.



Figure 1: Process of Cultivating Accounting Talents under the Industry-academic Integration

5. Conclusions

After in-depth exploration and analysis, the "industry-academic integration" education model has demonstrated its unique value and importance in the training of accounting professionals. The industry-academic integration provides a practical and feasible solution to the problems of disconnection between teaching content and practical application, and single teaching methods in traditional education models. By strengthening the close cooperation between schools and enterprises and integrating the actual needs of enterprises into curriculum teaching, not only can the teaching content be more closely related to practical applications, but also cultivate students' practical operation abilities and improve their employment competitiveness. The integration model of industry and education provides accounting students with a real professional environment and operational opportunities, enabling them to learn and grow in practice, and better adapt to market demand. At the same time, this cooperation model has also provided enterprises with more high-quality and market-oriented professional talents, promoting the sustainable development and innovation of the accounting industry. The industry-academic integration has significant advantages and effects in the cultivation of accounting professionals. It strengthens the relationship between schools and enterprises, provides students with a broader learning and practical platform, and injects new vitality into the sustainable development of enterprises. Therefore, we should further promote and apply this educational model to cultivate more high-quality accounting talents that meet market demand and make greater contributions to economic and social development.

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