

Research on the Teaching Reform of Financial Management Course in Colleges and Universities in the New Era

Xia Li ^{1,*}, Zhaohui Chu ²

¹School of Accountancy, Anhui University of Finance and Economics, Bengbu, Anhui, 233030, China

²Xixi Village, Heping Township, Yuexi County, Anqing, Anhui, 246650, China

* Corresponding author's E-mail: 403424113@qq.com

Abstract

With the wide application of Internet technology in the field of finance and accounting, the new era puts forward higher requirements for financial and accounting practitioners, and accounting talents in the new era not only need to have theoretical knowledge, but also need to master more information intelligent technology. In this context, the traditional professional teaching model has been unable to meet the needs of compound talents in the new era. In order to cultivate the innovative and applied talents needed in the new era, colleges and universities need to reform the traditional teaching model. In the process of reform, we must always base ourselves on the talent training concept of "Lide Tree People", think from many aspects such as teaching objectives, teaching modes and teaching methods, adhere to reform and innovation, and put forward higher requirements for the teaching staff of colleges and universities, and build a professional teaching system with Chinese characteristics in the new era.

Keywords

New Era; pedagogical reform; Professional teaching with Chinese characteristics; Accounting teaching.

1. Introduction

The "China Education Modernization 2035" issued by the Central Committee of the Communist Party of China and the State Council in 2019 pointed out that under the basic principles of upholding Chinese characteristics and adhering to reform and innovation, it is imperative to vigorously advance the transformation of higher education in the digital era and deepen the modernization of the governance system and governance capabilities of higher education. In the current big data era, the rapid development of intelligent technologies has integrated new technologies such as "big data, artificial intelligence, mobile internet, cloud computing, and the Internet of Things" into various industries, with the financial and accounting sector being no exception. These advanced technologies have formed a deep integration with the new era, and cloud accounting, online accounting, and financial robots have already played a pivotal role in corporate operations. Accounting professionals who possess both solid financial theory and advanced information technology capabilities have become highly sought-after composite talents in today's enterprises. Graduates trained under traditional university teaching models can no longer meet the demands of professional development in the new era, necessitating an urgent reform of university accounting education.

2. Analysis of the Current Status of Accounting Education in Universities

2.1. Emphasize fundamental accounting education while neglecting intelligent talent cultivation

At the current stage, the focus of financial and accounting courses in universities remains on specialized subjects such as financial accounting and cost accounting. For instance, the teaching of pure financial and accounting theory courses, ranging from the principles of accounting to intermediate and advanced financial accounting, has always been a key component of accounting-related professional courses. However, with the application of internet technology in the financial and accounting field, the talent market now demands intelligent accounting professionals. This requires universities to integrate engineering disciplines, represented by artificial intelligence, with traditional business-oriented accounting education to achieve the effect of promoting business through engineering. Yet, traditional accounting teaching models lack such courses [1]. In an environment where basic bookkeeping and accounting tasks are gradually being replaced by artificial intelligence, continuing to prioritize foundational accounting and bookkeeping courses in university talent cultivation is contrary to the current needs of employers and is detrimental to student employment.

2.2. Emphasizing Programmed Accounting Education over Composite Talent Cultivation

Nowadays, accounting education still focuses on financial accounting as the main course, and the emphasis of such courses is on accounting rather than management accounting. With the vigorous development of science and technology, various financial robots have emerged one after another. In the future, basic accounting work will be replaced by artificial intelligence, which is the trend. Accounting teaching in universities should take measures to cope with this social situation - strengthen the cultivation of students' management skills, and combine accounting with knowledge in finance, law, and financial management to form a comprehensive knowledge system teaching, cultivate compound talents in the new era, and cope with the new employment situation. However, current university education still lacks in this regard.

2.3. Emphasize the imparting of theoretical knowledge over the cultivation of practical skills

The emphasis on practical skills training under new information technology in accounting majors in today's universities is still limited. Traditional cultural exam oriented education generally emphasizes theory over practice, and this is also true for accounting majors in universities. However, for accounting as a skill based discipline, pure theoretical teaching is obviously unable to meet work needs, and the focus of university assessment should not be limited to the theoretical level. In the relevant documents jointly issued by the Ministry of Education and other relevant units in 2020, the pilot work of the "1+X certificate" (academic certificate+several vocational skill level certificates) system was also proposed. Currently, some financial and tax certificates have been included in the pilot list, and it can be seen from the recruitment information released by employers that certificates play an important role in accounting job recruitment. At present, although universities encourage students to actively apply for vocational skills certificates, due to the lack of linkage with graduation assessments and the impact of the epidemic on some regional exam arrangements in recent years, many students do not have any professional skills certificates in hand when they graduate, which to some extent limits their employment choices.

2.4. Emphasize professional theoretical learning and neglect ideological and political education in courses

Compared to ideological and political education, both students and teachers generally place more emphasis on the study of professional courses, believing that only professional knowledge is relevant to future employment. Ideological and political education is a mere formality and is not a key consideration in teaching and assessment. Even if ideological and political education courses are offered, most of them are separated from accounting education, and there is no emphasis on the cultivation of students' correct professional concepts through ideological and political education courses. This may result in students lacking the ability to distinguish right from wrong and a sense of the bigger picture, which contradicts the goals of ideological and political education in the curriculum. In the era of intelligence, due to the programmed work settings of financial robots, if accounting practitioners do not have a firm and correct professional ethics during work, they may experience a butterfly effect caused by human settings leading to errors in a certain inherent link, which can have a wider impact on fraudulent behavior than in the era of computerization. From this, it can be seen that the drawbacks of traditional teaching models are prominent in the era of big data information, and professional teaching reform and innovation are inevitable.

3. The Necessity of Teaching Reform in Accounting Majors in Universities in the New Era

3.1. The teaching reform of accounting majors in universities in the new era is an inevitable requirement to meet the needs of practice

In the new technology era, the traditional financial model has failed to keep up with the needs of social development. New financial talents need not only to do a good job in simple bookkeeping operations such as accounting records and data collection, but also to use Internet technology to analyze and process financial data, use the financial system to master the overall situation, and play the role of management and regulation. The goal of university education is to cultivate social practitioners who can adapt to the development of the times. With the application of new era technologies such as cloud computing, such as "Big Wisdom Moving Cloud IoT Zone," in the field of finance and accounting, social recruitment has put forward new requirements for the ability of accounting professionals that are different from the past. The recruitment trend of enterprises has also put forward new requirements for talent cultivation in universities - university teaching should improve traditional teaching objectives, and use digital teaching methods to simultaneously impart financial theoretical knowledge and train management analysis skills. At the same time, attention should be paid to cultivating students' information software operation ability to cultivate accounting application-oriented talents that can adapt to the development of informationization in the new era.

3.2. The reform of accounting teaching in universities in the new era is an inevitable requirement for improving teaching quality

The traditional teaching mode generally adopts the method of teachers imparting knowledge and students passively receiving it to complete teaching, but this "cramming" education can no longer achieve the educational goal of cultivating students' comprehensive abilities in today's university education. For colleges and universities, under the same teaching duration, if they want to improve students' comprehensive abilities such as theoretical knowledge and practical skills, it is bound to improve the efficiency of professional teaching. In the current era of the vigorous development of Internet technology, the teaching model integrating science and technology in the new era is the only way for colleges and universities to improve their teaching efficiency. In the information age, students need to adapt to the development of the times,

update their knowledge and practical skills in a timely manner, and improve their comprehensive strength. Based on this, the role of teachers in university teaching should shift from imparting knowledge to guiding and organizing, not only teaching students theoretical knowledge, but also cultivating their ability to independently research and improve learning efficiency. Teachers should guide students to learn more independently before class through Internet information and online learning materials, and conduct professional knowledge discussions in the form of lectures, reports, debates, etc. in class to build student centered classroom activities. With the gradual improvement of multimedia facilities in colleges and universities, the way to improve teaching efficiency through "Internet plus teaching" will soon become the mainstream trend of college teaching, which is also more conducive to mobilizing the classroom atmosphere and students' initiative, so as to improve classroom efficiency.

3.3. The reform of accounting teaching in universities in the new era is an inevitable requirement for building a Chinese characteristic accounting culture

The guiding ideology for promoting educational modernization should adhere to the development path of socialist education with Chinese characteristics, focus on the basic national conditions, follow the basic laws of higher education, and continuously reform and innovate. Our university finance and accounting teaching should also be based on the basic national conditions of our country, adhere to reform and innovation, adapt to the growth and learning methods of our students, and follow the local educational laws to cultivate talents. Taking financial management classroom teaching as an example, the current financial management theory has to a considerable extent absorbed mainstream Western financial management theories in its construction and development process. However, the limitation of these Western financial management theories is that they do not reflect the characteristics and features of enterprise financial management in China. In the teaching process, it is inevitable to lack innovation and pertinence. Students may feel that the theory is too vague, like a castle in the air, and it is difficult to solidly master and flexibly apply such knowledge. This will create a barrier between theoretical teaching and practical application. Even if students master the theory, they know it but do not know the reason, making it difficult for them to quickly integrate into practice. Incorporating Chinese characteristics into theoretical teaching and combining theory with Chinese reality can cultivate students' ability to actively combine theory and practice, help break down the barriers between textbook teaching and practical application, and subtly construct a Chinese accounting theory system based on their own culture for students in the teaching process. To integrate Chinese characteristics into local accounting teaching, Chinese elements can be incorporated into the teaching process - from academic research achievements in China. On the one hand, financial theory teaching needs to be combined with China's legal, political, and cultural background. On the other hand, various practical cases and research results need to be combined to connect theory and reality, rather than simply teaching theoretical knowledge that already exists in textbooks. This not only contributes to teaching outcomes, but also permeates Chinese characteristic financial and accounting culture in teaching. With the continuous improvement of the country's cultural soft power, the cultural confidence of the people is also constantly increasing, and people's awareness of social science cultural construction is becoming stronger and stronger. Building a local characteristic accounting culture is the only way to enhance the confidence of social science culture similar to accounting, which inevitably requires a breakthrough in traditional teaching in the teaching process of universities.

4. Suggestions and Measures for Teaching Reform of Accounting Majors in Universities in the New Era

4.1. Transforming Training Objectives

At present, financial robots are gradually being widely used in accounting work, which is both an opportunity and a challenge for accounting practitioners. The repetitive, procedural, and standardized work in accounting work will inevitably be replaced by artificial intelligence technology. For accounting professionals, the emergence of financial robots poses a risk of layoffs, forcing them to confront the issue of career transformation. For universities, it is even more necessary to keep up with the times and clarify teaching objectives. In terms of theoretical and practical teaching, application-oriented undergraduate universities should establish realistic yet forward-looking teaching objectives. Thus, the transformation of talent cultivation goals in universities is imperative. In my opinion, there are two directions for change: first, the goal of talent cultivation should shift towards management oriented talents; At present, artificial intelligence is still in the era of weak intelligence, and it can only handle simple procedural work tasks. However, for global management and regulation, the capabilities of artificial intelligence are limited. Therefore, talent cultivation in universities can consider tilting towards management accounting. Secondly, the teaching objectives should integrate new technological elements and cultivate intelligent accounting talents. With the gradual popularization of new technologies such as artificial intelligence in the accounting industry, the demand for accounting personnel who can operate artificial intelligence systems in enterprises will also increase. These personnel may need to solve unexpected problems with financial robots, participate in the training process of financial robots, and provide training to ensure the normal operation of intelligent systems. As accounting practitioners in the new era, in addition to practical mastery of traditional professional theoretical knowledge, we also need to possess corresponding information technology operation abilities, which provides new ideas for talent cultivation in our universities.

4.2. Transform teaching mode

Classroom teaching has changed from the traditional form of teachers imparting knowledge and students passively receiving it to the new era of classroom teaching. The direction of the transformation can be considered from two perspectives: the digitalization teaching model and the rational use of "competition to promote learning".

First, due to the popularization of information technology, the teaching mode of colleges and universities has changed to the direction of "Internet plus+teaching", and the teaching mode of "cloud teaching+action learning" can be considered; At present, intelligent teaching has gradually become the main form of classroom teaching in universities. On the one hand, through cloud classroom, online teaching and other modes, cloud teaching is achieved, and course materials are released to students before class to cultivate their ability to learn and explore independently; On the other hand, through multimedia technology, cases can be presented to students in the classroom using videos, pictures, and other methods to reinforce the imparting of theoretical knowledge. The integration of digital teaching models and the use of learning software such as Xuetong for classroom questioning can enhance teacher-student interaction, and finally, the work can be published online. During this process, teachers can fully control the learning progress and improve teaching efficiency. Due to the preparation before class, students can take the lead in flipped classroom exercises as much as possible. In class, discussions and viewpoints can be shared through study groups, and combined with debate competitions to cultivate students' active thinking and dialectical thinking abilities. In this process, not only did it achieve the effect of theoretical teaching, but it also exercised students' learning autonomy and effectively improved teaching efficiency.

Secondly, we will reform and innovate the teaching mode of "theoretical teaching+professional skills competition", promote learning through competition, and achieve the integration of competition and teaching. At present, there are many professional skills competitions in universities, but most of them are completely separated from classroom teaching. Skills competitions belong entirely to students' extracurricular practice. Even if many students achieve good results in the end, they still have only a partial understanding of the theoretical knowledge involved in the competitions, and have not achieved the goal of promoting learning through competitions. Therefore, how to integrate skill competitions with theoretical teaching is a question that requires further consideration. To make the skills competition in universities not just a competition, and theoretical teaching not only a complete theoretical teaching, but also to combine the competition with contemporary cutting-edge professional knowledge, truly achieving teaching in practice. Not only can competitions promote learning, but also the use of "competitions instead of exams" can truly achieve the goal of allowing students to learn and improve through practice.

4.3. Promote the integration of industry and education

Traditional professional teaching generally adopts the classroom teaching mode, emphasizing theory over practice. In the new era of professional teaching mode, in addition to using smart classrooms and other methods to transform traditional "cramming" teaching methods, it is also necessary to strengthen school enterprise cooperation, promote the integration of industry and education, and truly align practical skills teaching in universities with the needs of social work, thereby enhancing the compatibility of professional markets. This high market standard teaching can enhance the effectiveness of teaching and avoid the problem of many universities not conducting in-depth research on practical teaching, which cannot effectively solve the serious deviation between university teaching and market needs. Under the traditional teaching model, when a certain talent is scarce in the market, the time difference between applying to universities for courses and graduates for employment has already caused a drastic change in the demand for talent in the market. Talent cultivation cannot keep up with the changing needs of the times, and the teaching efficiency of universities is gradually being criticized. By strengthening cooperation between schools and enterprises, the time gap can be reduced and the talents needed by the market can be cultivated more efficiently.

4.4. Strengthen the construction of teaching staff

Since the 18th National Congress of the Communist Party of China, the management system and process of teacher professional training have gradually improved, and the welfare benefits of teachers have also gradually increased. The quality of teaching has significantly improved, but it is still far from meeting the requirements of the new era. Teaching reform remains a top priority. The reform of professional teaching in the new era not only requires reforms in teaching modes and other aspects, but also improvements in the construction of teaching staff. Doing a good job in the reform of teaching staff construction is the basic guarantee for the cultivation of applied professional talents in the new era. Strengthening the construction of the teaching staff can focus on the following two directions:

Firstly, deepen the construction of the "dual teacher" teaching staff, reform the teacher recruitment system and evaluation methods. We should not only emphasize the professional teaching ability of teachers, but also value their professional practical skills. In the social employment recruitment requirements for accounting majors, certificate and skill requirements account for a large proportion, and the talent training goals of universities should also adapt to the needs of social talents. Therefore, it is necessary to establish a teaching staff team that matches the talent training goals as soon as possible. Nowadays, the country is vigorously developing vocational education, and university teachers need to complete the transformation of knowledge and skills as soon as possible. At the same time, it is necessary to

establish a two-way flow channel for talents between schools and enterprises. Excellent practical talents from enterprises should be actively introduced to schools, and education and training programs should be improved based on social needs; College teachers also need to closely monitor social trends, gain a deep understanding of changes in industry work patterns, update their teaching systems in a timely manner, cultivate innovative talents, and base their teaching on practice rather than theory, in order to avoid teaching being just theoretical talk. Secondly, further improve the teacher evaluation system and information disclosure system within the school. Integrating students' employment status, practical innovation ability, and entrepreneurial ability into the evaluation criteria of higher education, especially regarding the quality of students' employment as the primary standard, the investigation of students' employment situation should not only be limited to the signing of written "tripartite agreements", but also to do a good job in employment follow-up to ensure the implementation of employment. For the employment situation of graduates and the achievements of undergraduate education, information disclosure should also be done well, and a comprehensive teaching information database should be established to accept social supervision. At the same time, it is necessary to strengthen information exchange between schools, build teacher training platforms, and learn from each other in order to achieve common progress.

4.5. Strengthen ideological and political education

Traditional accounting teaching theory knowledge is mostly based on the existing knowledge system in textbooks. Directly comparing it with textbook knowledge for explanation not only makes classroom teaching lack interest and pertinence, reduces classroom efficiency, but also hinders the construction of a distinctive professional culture in the country. To incorporate Chinese elements into the existing professional knowledge system, break down the barriers between theory and practice, and integrate Chinese characteristics into teaching, the author believes there are three ways: integrating local case teaching, integrating domestic research results teaching, and strengthening curriculum ideological and political education.

Firstly, in teaching, try to integrate as many examples as possible, especially some current hot news. Students have a high level of attention, and not only can they receive theoretical knowledge well in teaching, but they can also help students internalize knowledge unconsciously. In current textbook compilation, it can be seen that many editors consciously include real-life cases in textbooks. However, the time difference between textbook editing and application affects the timeliness of the cases. Many textbooks still combine cases from ten years ago or even the last century when explaining a certain knowledge point. Teachers should use current hot events to replace such outdated cases in classroom explanations, and guide students to understand and appreciate theoretical knowledge from real-life news appropriately. When imparting new knowledge, simplify complexity first, start with cases, and then refine the knowledge framework from shallow to deep. Using the existing knowledge system to explain Chinese practices, theoretical knowledge is no longer a castle in the air, difficult to understand, but more down-to-earth, which can more comprehensively reflect the reality of China's economy and society, and create a teaching system with Chinese characteristics.

Secondly, integrate China's academic research achievements into professional teaching. Teaching should be continuously updated and improved with the support of the latest research, and a teaching knowledge system gradually improved with the support of domestic research results can better reflect Chinese characteristics. The reform of the teaching system should be a dynamic adjustment process, with the latest research results constantly emerging, and professional teaching should also be constantly innovated. This measure also puts forward higher requirements for the teaching staff in universities, requiring teachers to not separate research and teaching, but to organically integrate the two. When cultivating talents in

universities, we must adhere to reform and innovation, not only innovate teaching modes and methods, but also continuously update teaching content, improve teaching structure, and achieve characteristic teaching.

Thirdly, break down the barriers between professional education and ideological and political education, and guide students to pay attention to relevant instructions and documents from the central and relevant departments during professional teaching, in order to strengthen ideological and political education in accounting courses. In the relevant standard documents issued by the Ministry of Education in 2020, it is stated that talent cultivation in universities is a process that combines education and nurturing. To build a high-level talent cultivation system, it is necessary to integrate the ideological and political work system, focus on curriculum ideological and political construction, and solve the problem of "two skins" in professional education and ideological and political education. Colleges and universities should deeply integrate ideological and professional education into talent cultivation, cultivate students' correct value orientation. On the one hand, they should strengthen the research and learning of ideological and political education theory, and integrate more in-depth research on the influence of traditional Chinese culture in the accounting field and patriotism into ideological and political education. At the same time, they should pay attention to the latest instructions of the central and relevant departments, closely follow the national direction of talent cultivation, encourage college students to pay close attention to current affairs and politics, relevant economic policies, and cultivate students' correct outlook on life, values, and right and wrong concepts; On the other hand, it is necessary to strengthen the construction of the teaching staff in curriculum ideological and political education, enhance training, increase the importance of ideological and political education at the teacher level, and improve the professional ideological education system. In addition, schools need to strengthen the importance of moral education for students, and enhance the cultivation of moral aspects such as honesty, integrity, self-discipline, objectivity, impartiality, and adherence to standards.

University teachers need to integrate the above three methods in their teaching, and incorporate more Chinese elements into the existing knowledge framework to create a knowledge system with Chinese characteristics and contribute to enhancing the country's cultural soft power.

5. Conclusion

In the context of intelligentization, the accounting profession is highly integrated with new technologies of the new era. For accounting practitioners, the changes brought by the intelligentization era are both opportunities and challenges. Innovative applied talents must update their knowledge structure in order to adapt to the needs of social development. The trend of reform in higher education in this environment is unstoppable. At the university level, it is necessary to conscientiously implement the relevant instructions of the General Secretary for Internship, firmly adhere to the path of socialism with Chinese characteristics, base on our own culture, deepen the reform system of higher education, build a knowledge system of accounting with Chinese characteristics, and do a good job in institutional planning and reform; At the teacher level, it is necessary to actively update their own knowledge reserves, integrate relevant knowledge of intelligent technology in the new era, firmly adhere to the concept of "cultivating virtue and nurturing talents", and provide theoretical basis for the cultivation of innovative and applied talents in the new era; At the student level, while striving to master the theoretical knowledge and practical skills required for the new era, it is important to maintain the ability for self-directed learning. We are currently in an era of knowledge explosion, where the speed of information technology development and knowledge iteration exceeds any previous period. New knowledge and technologies continue to emerge, and accounting

professionals may soon be eliminated solely relying on the knowledge learned in school. When facing new things and fields, they can quickly adapt and quickly enter, ensuring that no matter how the technology is updated in the times, they have the awareness and ability to continuously improve themselves, and ensuring that their knowledge system is always in line with the times. In short, the reform of accounting teaching in the new era is unstoppable, and the success of the reform also requires the efforts and cooperation of multiple parties within the education system. Universities and teachers need to closely follow the latest instructions from the General Secretary and the central government, pay attention to the hot issues and demand trends of the times, make dynamic adjustments to the professional teaching system, and cultivate innovative and applied talents needed by the times.

Acknowledgments

This work is supported by Anhui Province 2024 New Era Education Quality Engineering Project (Graduate Education) Offline Demonstration Course (2024yjsxxsfkc025), Anhui Province Higher Education Provincial Quality Engineering Project "AI and Financial Accounting" (2024aijy162), Anhui Province Provincial Quality Engineering (Graduate Education) Professional Case Library (2024zyxwjk087), Anhui University of Finance and Economics Teaching and Research Key Project "Teaching Reform and Practice Exploration of Undergraduate Financial Management Course in the Era of Digital Intelligence" (acjydz2024006), Anhui University of Finance and Economics Teaching and Research Key Project "Exploration and Construction of Intelligent Accounting Talent Training Model under the Concept of Artificial Intelligence+X" Compound Talent Training (acjydz2024005).

Biography of the author

Xia Li (1981-), female, Han ethnicity, from Linfen, Shanxi Province, associate professor and doctoral candidate at the School of Accounting, Anhui University of Finance and Economics, with a research focus on financial theory and methods; Zhaohui Chu (2000-), female, Han ethnicity, from Anqing, Anhui Province, was selected and transferred from Xixi Village, Heping Township, Yuexi County, Anqing City. She holds a master's degree.

References

- [1] Qian Sun, Zaike Song. Research on the Path of Intelligent Finance and Accounting Talent Cultivation in Applied Undergraduate Universities [J]. Finance and Accounting Communication, 2022 (11):167-171.
- [2] Hanyou Xu, Yuanyuan Li, Ying Li. Research on the Ideological and Political Education in Accounting Courses in the New Era [J]. Communication of Finance and Accounting, 2022(14): 28-32.
- [3] Xiaoting Liu. Reform and Practice of Ideological and Political Education in the Course of "Cashier Post Operation" in Higher Vocational Accounting under "Big Data and Intelligence" [J]. Office Automation, 2022, 27(14):32-34.
- [4] Yuchen Guo. The Enlightenment of Party History Learning Education on the Teaching Reform of Applied Undergraduate Accounting Major [J]. Friends of Accounting, 2021 (23): 159-160.
- [5] Yu Du. Exploration of the Improvement Path of Accounting Professional Practice Teaching System under the Integration Mode of Production, Competition and Education [J]. Investment and Cooperation, 2022 (2): 174-176.
- [6] Yunshu Tang, Wen Ma, Lushi Yao. From a systemic perspective, the teaching reform of accounting major [J]. Finance and Accounting Monthly. 2019 (14):104-108.