

New Orientation of Undergraduate Accounting Talent Training in Information Economy Era

Li Jie

Accounting Department of Wuchang University of Technology, Wuhan, Hubei, 430223, China

Keywords: Class Card Integration, School-Enterprise Cooperation, Three-dimensional Thinking, Goal-orientation.

Abstract: As the general trend of modern world, informatization is an important force of economic and social reform. Meanwhile, it is mentioned in the national development strategy of information technology that application of national information technology should be enhanced to train information talents. The work studies the problem in college accountants' training. Meanwhile, we offer solutions to meet the requirements on undergraduate accounting talents' qualities and abilities in information economic era.

1 INTRODUCTION

It is mentioned in national information development strategy that talents' development should be based on school education and focused on on-the-job training. Meanwhile, basic education should be combined with vocational one. The system, where public service and business training complements with each other, encourages professionals to master information technology. Meanwhile, it also can cultivate inter-disciplinary talents. Nowadays, accounting talents training in national colleges include combining work with study, goal-orientation, school-enterprise cooperation and class card integration.

2 PRESENT SITUATION OF TALENTS TRAINING IN UNDERGRADUATE ACCOUNTING

2.1 Combining Work with Study

Policy of combining work with study derives from the "part work and part study" in 1960s. The solutions nowadays are to ensure students' study and work in colleges through the cooperation between colleges and enterprises or students' active choices. Apart from studying, students spend one or two months training in different positions. Then,

enterprises give advice after evaluation and students are awarded with corresponding credits.

2.2 Goal-orientation

Through the understanding of the needs of accounting talents in market, goal-orientation rebuild training objectives, curriculum, practice and teaching staff with reverse thinking. The orientation emphasizes the deep investigation into market needs of accountants and basic core abilities. Then, based on position requirement, accountants in the frontline are introduced through cooperation between colleges and enterprises. Thus, with technique cultivation as the center and professional job as the orientation, double type teachers are cultivated, and true financial scenes are created for students. Finally, students master a solid theoretical foundation and practical experience.

2.3 Cooperation between Schools and Enterprises

Cooperation between school and enterprise is conducted on the background of increasing employment pressure. It is a joint training between schools and enterprises through order-oriented cultivation. College teaching is based on the feedbacks from enterprises with arrangements [4]. Meanwhile, the teaching emphasizes cultivation of students' practices. With the talents incubator bases in colleges and equipments and fields in enterprises, students learn while practicing. Thus, it cuts down costs and cultivates the right talents.

2.4 Class Card Integration

Considering national definition of accountants' professional standard, class card integration integrates the requirements of knowledge, abilities and qualities with basic accounting and core classes teaching. Meanwhile, class card integration combines examination certificate with course syllabus outline. The outline is drafted on the examination of national certificated public accountant, accounting qualification and qualification. Thus, the class card integration system is formed with the combination of accounting and other financial abilities. Moreover, teaching is seamlessly connected with professional abilities.

3 EXISTING PROBLEMS IN TRAINING OF COLLEGE UNDERGRADUATE ACCOUNTANTS

The above four accounting trainings are widely used in different colleges and have got some results. However, they have some limitations and problems.

3.1 Problems of Combining Work with Study

Problem lies in the training of students' hard work in workshops. As they are all born after 1990s with good living conditions, they are not so enthusiastic. Moreover, they seldom work at home and have great security risks. However, it is difficult for students to find suitable accounting jobs. If students intern independently, colleges cannot keep eyes on all of them. Therefore, it is uncommon that everyone checks official seals.

3.2 Goal-orientation

Problem lies in that: firstly, restricted by investigation conditions, information about accountants' qualities and abilities are incorrect; secondly, restricted by lack of teachers, there are great difficulties in cultivating two-type teachers and positioning professionals from the frontline of teaching; thirdly, the development of labs cannot be as quick as that of economy.

3.3 Cooperation between Colleges and Enterprises

Problem lies in that: limited by existing conditions, it

is difficult to find the matching enterprise for internship; meanwhile, it is also hard to maintain the relationship and combine the internship with teaching; if students are cultivated as order classes, they will not easily adapt to other enterprises.

3.4 Class Card Integration

Although the integration thaws cards in the class, exams of accounting certificates emphasize theories. Meanwhile, the exams are not closely connected with practical knowledge. Over-emphasis on training students in exams will overlook the development of other financial abilities.

4 QUALITY TALENTS AND ABILITY REQUIREMENT IN INFORMATION ECONOMY ERA

I had the privilege to participate in the 2010 revision of the national accounting classification of the ceremony. I investigated into the quality and ability requirement of accountants in six large enterprises, with more than 20 small and medium-sized enterprises and six accounting firms. The requirement of enterprises includes professional knowledge, professional techniques and overall qualities. According to the recruitment of enterprises, they emphasize more on professional techniques, which mean practical abilities.

4.1 Requirement of Quality System

The general requirement of enterprises on the accountings is : firstly, they should be familiar with national financial policies, tax policies, legal systems and financial system; secondly, they are required to love and respect jobs, also they need to have a good work ethic and meticulous style; thirdly, strong working principles, enthusiasm and responsibilities are demanded; fourthly, they should be well-disciplined and good at team work, be friendly, sincere and rigorous; fifth, they should finish daily dispatch and communicate well.

4.2 Ability Requirement

There are different positions in accounting system which each require unique abilities. For example, in tax accountant jobs, it is required that professionals master the latest tax information and operate on the tax-related business under the revenue requirement.

Meanwhile, they should prepare tax reports, report and pay timely. They also need to conduct software accounting on related economic business.

5 THREE-DIMENSIONAL THINKING OF UNDERGRADUATE ACCOUNTING CULTIVATION

The specialized training in society is essentially a management of "different strategy". It means that some aspects of the major are different and better than others. Colleges are different in teachers, students' enrollment, software and hardware. Therefore, the same pattern of thinking should not be formed. Target training on students should start from the other perspective. Based on the researches from most of the schools, it is believed that the cultivation should begin with the postgraduate entrance examination (master in accounting) and certificate examination. Meanwhile, attention should also be attached to the improvement of three-dimensional thinking with practical abilities. With strong protecting solutions, not only the fame of college accounting can be improved, but also acknowledgements from students and parents can be got. Moreover, it can also effectively enhance the employment.

5.1 Cultivation of MPACC (Master of Professional Accounting)

MPACC started to recruit fresh graduates in 2009, and has recruited in large numbers since 2012. Now it has become a hot profession. The exams include first and second interviews. The accounting postgraduate MPACC is a new degree based on the needs of application-oriented, high level and high quality talents in China. Compared with the academic master degree, MPACC emphasizes more on the developing of practical work skills. Students get better prospects and developing space after going through MPACC. Therefore, they cater more to the needs of enterprises.

Considering the relatively poor math grades of students in accounting, especially in some poor colleges, they have congenital weakness facing academic postgraduate entrance examination. Review of advanced mathematics such as calculus in math three, linear algebra will lead to considerable difficulty. However, math in MPACC is mainly elementary, which exams students' abilities in solving math problems with methods and minds. Therefore, it is much easier. English is also much

easier in MPACC as English 2 is much easier than English 1. Meanwhile, the guidance of information economy era is focused on cultivating application talents. MPACC caters to the role and it will be a good idea.

Recently, enrollment plans in college accountings continue to rise. In many colleges of economy, the accounting has the largest number of students at school. For the students in accounting, the overall ratio of postgraduate enrollment is 3:3.1, according to *the basic requirements for the national postgraduate entrance examination candidates to enter second interview in 2013*. Therefore, we should be concerned about other cultivations when more than 2/3 of the students have to find jobs.

5.2 Specialized Certificate Training

For accounting, a very complete exam system from top to bottom has formed as it starts very early. Nowadays, there are two test routes: one is through the title; the other is the route of certificated public accountants.

For students in colleges, they need to pass accountant's practice qualification exam before attending accounting qualification examination organized by ministry of finance. Students who want to take the accountant's practice qualification examination need to pass three courses. The exam is organized by provincial financial department and is almost paperless. It is required that students pass three courses on the first try. Meanwhile, students in college who can take accounting qualifying exam can only be granted junior accountant. They need to take two courses and they will fail unless they get more than 60 points in each exam at the same time.

According to the rules, students cannot take certificated public accounting until they are in the senior year. In the elementary period, they can apply for 6 courses. They can choose the exam time as they want. However, the course passed earliest cannot be five years away from the one passed finally. Only people who pass all the exams in the elementary period (get over 60 points) can take comprehensive stage of examination. Finally, they will not be granted CPA certificate issued by Chinese Institute of Certificated Public Accountants until they pass all the two periods.

Judging from the enrollment now, accountant's practice exam and junior title exams are both in line with the actual study of students and organization's personnel needs. Meanwhile, exam of certificated public accounting helps the development of students a lot. Classes of college accounting can be based on titles and choose knowledge of certificated public accounting as the extension.

5.3 Deepening of Cooperation between Colleges and Enterprises and Strengthening Development of Students' Practical Abilities

Nowadays, teaching in theory, which over pursues complete knowledge and is far from practices, is mainly found in college accounting. The causes come both from the major setting and teachers' lacking in practical experiences. However, teaching of training courses is centered on professional practical activities. Thus, it is aimed at students' mastering techniques and puts students' initiative into full play. Moreover, it integrates knowledge, techniques with attitudes, which compensates for the shortcomings of theory teaching. Thus, we should integrate the advantages of the both while centering on the learning conditions. Then, the implementation of training course teaching is conducted through three stages in the professional curriculum system.

The first stage is to reorganize the teaching plan. Thus, the system that theory is mutually compatible with practice teaching is formed. The second stage is to have focused practical training on students, which makes them master the curriculum or practical skills. The third stage is the comprehensive internship stage which makes students master professional skills through intensive internship in enterprises. Thus, students' comprehensive thinking and problem-solving skills are cultivated. Practical work is connected seamless. Moreover, professionals from the frontline of enterprises can be invited with the adjustment of daily teaching time. Meanwhile, full-time teachers will assist them in case that the professionals do not have enough teaching experience. Thus, students can learn practical knowledge and teachers can exercise practical abilities. Experts from frontline of enterprises will be more skilled and teach practical skills better during guidance. Moreover, they will form excellent professional qualities. It is just like in real work that one by one makes better results.

The leading materials and documents referred to in practical training are the guarantee of quality. The contents focused on practical skills can be finished with enterprise experts. Meanwhile, the drafts of documents should follow progressive and simulation principle. Thus, it caters to students' understanding and reflects the requirement of accounting practice knowledge. Higher perceptual understandings make practice training work better.

The information economy era urges us to rethink about cultivation of traditional accounting talents. Meanwhile, requirement of accounting's qualities and abilities proves that the cultivation of application talents is the direction of education. Thus, it is the

new idea to improve students' practical abilities with the three dimensional cultivation through the deepening integration of MPACC, certificate training and enterprises.

REFERENCES

- Fan Baoxue, 2010.7:70-72. 'Goal-orientation' discovery of talents cultivation. modern education management.
- Deng Xuezhong, 2013.2:119-121. 'College-enterprises' cultivation of excellent talents of undergraduate accounting with joint teaching. *Education of Finance and Accounting*.
- Liu Haiyan, 2013.8:111-112. Teaching mode of creative accounting information talents' cultivation. *Economic Research Guide*.
- Zhao Shunti, 2011.4:134-136. Creative research on the training mode of undergraduate accounting talents in independent colleges. *Communication of Finance and Accounting*.