

On the Innovation of Talent Training Mode Under the Background of Business-Finance Integration From the Perspective of College Students

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ABSTRACT

With the continuous development of economy, accounting reflection after the event has been unable to meet the needs of enterprise development. The traditional behind the scenes accounting needs to understand business operation more and more. The integration of business and finance has become a good strategy for sustainable and healthy economic development. The strong support of the integration of industry and finance is "compound talents". The purpose of this paper is to discuss the current situation and the reasons why college students do not understand the integration of industry and finance from the perspective of College Students' talent cultivation, so as to put forward some feasible suggestions for the reform of talent training mode in Colleges and universities.

Keywords: *College students, business-finance integration, talent cultivation in Colleges and universities*

1. INTRODUCTION

Due to the rapid development of big data, cloud computing and artificial intelligence, the integration of business and finance has become a new trend of economic development. The traditional accounting function of accounting has been replaced by machines. Accounting needs to change from "behind the scenes" to "in front of the stage", participate in understanding business operations, promote the integration of business and finance, grow into management accounting talents needed by enterprises, and better guide modern management activities of enterprises. The basis of creating value for the enterprise. One of the strong supports for the integration of business and finance is "compound talents". Talent training plays an important role in promoting the integration of business and finance and economic development. The talents of business and finance integration come not only from on-the-job training, but also from the cultivation of college students. The talents in school are the driving force of new students, so their training can not be ignored. The guiding opinions on comprehensively promoting the construction of management accounting system issued in 2014 clearly points out that "promote the construction of management accounting talent team, promote the establishment of management accounting talent capacity framework, and improve the current accounting talent evaluation system." It is one of the tasks and measures to promote the construction of management accounting system; the outline of the 13th five year plan for accounting reform and development clearly proposes to strengthen the construction of accounting talent team, so as to serve for building a well-off society in an all-round way. The key

factors for the implementation of management accounting are, on the one hand, the practice of business and finance integration under the premise of the development of information technology, on the other hand, it comes from the challenge of innovative talents of management accounting." [1]

Thus, in the process of management accounting system construction and business finance integration, talent training plays an important role. The new trend of integration of business and finance is a hot spot in domestic research. Many domestic researches have deeply analyzed the status quo, existing problems and solutions of the integration of business and finance, but few studies have been conducted from the perspective of personnel training, especially college students. Based on this, this paper intends to explore the talent training mode of business finance integration from the perspective of college students, and analyze how accounting talents transform themselves and actively adapt to the needs of the times in the era of economic transformation.

2. CURRENT SITUATION AND REASONS

In order to understand the situation of College Students' understanding of the integration of business and finance, we designed a questionnaire for the students in North China Electric Power University, a total of 83 questionnaires were sent out, of which 83 were effective. The survey items and findings are as follows:

Table 1 A survey of College Students' recognition of the integration of industry and Finance

Survey Items	Findings	
Major	Financial or accounting	33.73%
	Non financial or accounting	66.27%
Whether they have taken courses related to finance, etc	Yes	18.18%
	No	81.82%
	Relatives	9.64%
Where to know the integration of industry and Finance(Multiple choices)	Paper materials	13.25%
	Books	27.71%
	Teachers and courses	27.71%
	Netnews	31.33%
	Online self-service inquiry	32.53%
	Commonly	10.84%
Understanding	Not very	37.35%
	Not at all	51.81%
Whether the school has held the promotion activity	Yes	8.43%
	No	91.57%
Do you need to know other business or financial knowledge in employment	Yes	7.23%
	No	92.77%

It can be seen from the Table 1 that among the respondents, about 35% of the students majored in accounting and management, and 65% of the students majored in non accounting management. However, only 18.18% of the students took courses related to finance or management. In terms of the students' understanding of the integration of business and finance, 10.84% of the students generally understand the integration of business and finance, and 51.81% of the students are completely unfamiliar with the integration of business and finance. It can be seen that most college students do not pay much attention to and understand the new trend of the era of business and finance integration.

The reasons why college students do not know much about the integration of business and finance can be divided into internal reasons and external reasons.

2.1. Internal Reason

The internal reason is analyzed from the students themselves. The students we investigated are mainly from North China Electric Power University. Some of them are

accounting majors and some are non accounting majors. The students themselves are not widely involved in the knowledge outside the classroom, and most of the students' learning is limited to the textbooks and classroom teachers. According to the results of our questionnaire, students' understanding of the integration of business and finance mainly comes from the knowledge points involved in textbooks and explained by teachers, as well as paper materials. The total proportion of the two sources is 40.96%, which is far higher than that of TV news and network independent inquiry. It can be seen that most college students are passive acceptance of knowledge, which is limited to the white and black words in the textbooks and the curriculum tasks, while they lack the initiative to understand the relevant knowledge related to their major and future employment after class.

2.2. External Reasons

2.2.1. The traditional concept of accounting has not been completely changed.

The financial department is due to the needs of business accounting, so many people in the society, including most of the accounting college students, still have the impression of accounting and accounting, dealing with numbers every day, still depending on the financial department attached to business operation and in a passive position. However, with the development of the times, the rapid rise of big data and artificial intelligence, the traditional accounting work has been replaced by machines, and the traditional accounting model has long been unable to keep up with the needs of social development. If accounting is not innovated, it means it will be eliminated. This requires that the focus of accounting work should be shifted from post accounting to pre forecast, and actively understand, contact and participate in business operation, so that financial data can better provide help for enterprise decision-making. Therefore, it is the social environment for the traditional concept of accounting has not kept pace with the development of the times, so that college students in it still look at accounting and finance from a traditional perspective, resulting in college students do not understand the integration of business and finance.[2]

2.2.2. The training mode of accounting talents in Colleges and universities does not meet the needs of the times.

2.2.2.1. The knowledge of accounting personnel training in Colleges and universities is not wide enough

The education of accounting talents in Colleges and universities is still focused on accounting treatment and theoretical knowledge. Students have few opportunities to really contact with the business level and understand the business operation mode. The core of the school's training focuses on theory rather than practice, and finance rather than business. Moreover, the construction of the training system is still based on accounting. Both online and offline training focuses on the accounting of enterprise financial data, rather than integrating finance and business. This obviously deviates from the essence of business finance integration, and students' knowledge can not be really broadened.

2.2.2.2. The construction of teaching staff lags behind the development of the times

In recent years, many college teachers are taught by outstanding graduates. Although they have accumulated profound theoretical knowledge, they are lack of experience in enterprise and grass-roots work because they directly apply to the school after graduation. Based on the knowledge of financial accounting in textbooks, lack of practical experience, and do not understand the development trend and requirements of today's enterprises, naturally they will not really pay attention to the integration of business and finance, which is a new development trend of enterprise management accounting. Therefore, students cannot deeply understand the development of business financial integration.

2.2.2.3. Personnel training in Colleges and universities is out of line with the needs of enterprises

The cultivation of accounting talents in Colleges and universities focuses on financial accounting and post event reflection of accounting matters. With the development of Internet big data and artificial intelligence, accounting has entered the era of paperless and information. Traditional manual accounting and manual accounting have been replaced by machines. In the survey, 92.77% of the students think that it is necessary for financial personnel to understand business operation and business personnel also need to understand financial accounting mode. Enterprises gradually need compound talents who are proficient in business and finance, which requires financial accounting personnel to transfer from "behind the scenes" to "front of the curtain", actively contact and understand the business operation, promote the fine management of enterprises, and provide more useful information for enterprises. Obviously, the training mode of accounting talents in Colleges and universities is out of line with the market demand, so that the accounting talents can not adapt to the development needs of enterprises.[3]

3. SUGGESTIONS

Through the above analysis, we can see that there is still a lot of room for the cultivation of "compound talents" in the field of accounting at this stage, especially in various colleges and universities. The following suggestions are put forward:

3.1. Improving the Learning Enthusiasm of Students

Through the analysis of the internal reasons, we can see that most students are only limited to the knowledge points in the textbooks and the teachers in class, and they accept

the knowledge passively. For this kind of students, they should take the initiative to understand the relevant professional knowledge, of course, not only to understand the professional knowledge, but also to understand other professional knowledge, improve the scope of knowledge involved, expand their horizons. Students can also actively participate in the competition of Finance and economics, and apply the theoretical knowledge of financial accounting to practice. These competitions can deepen students' understanding of professional knowledge through realistic business environment and students' operation and management of virtual enterprises, and can exercise students' strategic thinking and cultivate their sense of innovation and cooperation.

3.2. Improving Talent Training Program

In order to meet the needs of business and financial integration, especially the needs of large and medium-sized enterprises, accounting talents need to have comprehensive knowledge, composite ability and comprehensive literacy, focus on training requirements, the following aspects should be taken to develop the appropriate training program for accounting personnel. Firstly, On the basis of the original compulsory courses, the compulsory courses for computer majors or other majors related to the integration of business and finance can be added. Secondly, design a system combining discipline methodology with discipline skill education, and take it as an important guiding ideology of professional teaching plan, through the guidance of the system, the students' ability is developed and trained. Thirdly, in order to expand the students' professional field of vision, to realize the integration and integration of learning and society, school and enterprise, and improve students' sustainable development ability, and it is necessary to set up a special topic of "professional introduction". That is to carry out the theoretical frontier and practical thematic teaching of the discipline or specialty, and it's also necessary to set up "business knowledge topic" to systematically cultivate students' business vision. Fourthly, It is necessary to reflect the experimental practice teaching system in the professional teaching plan, in addition to all kinds of curriculum experiments, professional experiments and interdisciplinary comprehensive experimental courses, we can also set up "innovation and entrepreneurship module" and "professional qualification module" and so on, in order to realize the organic combination of theory teaching and practice teaching.

3.3. Improve the Teaching Staff and Optimizing Teaching Methods

With the further development of the integration of business and finance, accounting discipline must be integrated with related disciplines. Therefore, colleges and universities should pay attention to the construction of

teachers' team, increase the investment in the team of teachers, overcome the limitation of knowledge structure of teachers with single accounting knowledge, and let the teachers who master the latest network and information technology be enriched in the team of accounting teachers. Teachers can also improve their teaching content through further study and continuing education.

In the process of practical teaching and training, most courses of accounting major are theoretical knowledge, which are not easy for students to understand. By optimizing teaching methods, teachers can give full play to students' learning initiative. The development of the Internet promotes the popularity of network courses. Teachers can use the network teaching platform to teach, and adopt the teaching mode of combination of online and offline, which can improve the learning effect of students.[4]

3.4. Develop the Idea of "Business Finance Integration" and Promote School Enterprise Cooperation

In order to adapt to the development of "integration of business and finance", colleges and universities should integrate the concept of innovation and entrepreneurship into students' learning life and thinking, and pay more attention to students' practical and practical ability.

The school can invite relevant personnel from financial enterprises, accounting firms and banks to hold lectures and reports, so that students can better understand the structure and function of accounting information system. Schools can organize students to visit enterprises. Schools and enterprises can cooperate to develop training cases, enrich teaching experimental data and case base, effectively promote the combination of theoretical knowledge and practice of students, strengthen students' practical and practical ability, and reduce the problem of disconnection between talent training and social actual needs.

Promote the construction of school enterprise practice base and provide students with a broader practice platform. The school is the most favorable bridge for students to communicate with enterprises. The construction of school enterprise practice base is conducive to give full play to the advantages of schools and enterprises. It can not only make students fully understand their own shortcomings and have the opportunity to correct them, but also improve the cultural quality of enterprises and strengthen the profitability. This can achieve win-win results. By means of school enterprise cooperation, the theoretical knowledge obtained from teaching can be integrated into the practical business of enterprises. Under the guidance of accountants with rich practical experience, students can directly participate in financial work, which is of great help to students' practical ability, therefore, colleges and universities should actively implement the mode of "school enterprise cooperation" to promote the continuous

reform of accounting information system practice teaching, so as to meet the needs of enterprises.[5-7]

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4. CONCLUSION

Students enter the University: the university will make a talent training plan related to their major. Students can learn about the relevant knowledge through teachers' teaching, expand their knowledge through lectures, accumulate experience by participating in corresponding competitions, and fully realize their shortcomings through the cooperation between the school and relevant enterprises. It is now that most colleges and universities cultivate accounting talents under the integration of business and finance, not "compound talents" in accounting under the integration of business and finance. Therefore, reshaping the personnel training system is the only way for colleges and universities to cultivate accounting talents in line with the new needs of enterprises.

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