

professional teachers be academic advisers to provide suggestions of college learning plans and course selection for students [5].

Set modules based on the ability demand, clear each module's contribution to the ability frame, correctly handle the relationship between theory and practice and perfect the curriculum system settings. Pay attention to improving students' comprehensive quality and practical application ability.

Innovating the teaching mode: As the employment pressure increases, the boom of professional qualification exam has entered the campus. Applied undergraduate accounting education should combine CPA courses with undergraduate course education, that let the student get the bachelor degree of accounting at the same time, also obtain accounting qualifications and pass the professional qualification certificate of accounting.

Colleges should communicate and cooperate actively with industrial community and accounting profession, involve them in accounting teaching mode innovation, and exert their advantages and practical experience to participate in accounting education. Strengthen the cooperation of school and enterprises, establish outside accounting training base, encourage students to go out of school and train their ability to solve practical accounting issues. Regularly invite celebrities to give lecture, so that the students can grasp the latest industry information. Promote the cooperation of accounting education, profession and industry community, build the new mode of accounting education and improve the quality of accounting education.

Improving the teaching methods: Teacher's teaching still should be the most important teaching method but we should change the past method that students are passively accepted. Teachers should turn the unidirectional teaching into the bilateral teaching, promote case teaching, scene simulation teaching, high-level lectures, interactive teaching and inquiry teaching to cultivate the students' comprehensive ability and reinforce their ability to solve current problems. Let students use theory as a tool to solve the actual problems, at the same time extend students' knowledge and change the passive learning into active learning.

Combine accounting theory teaching with practice teaching. Construct scientific accounting practice teaching system: there're a lot of cognitive projects but few comprehensive projects in simulated experiment teaching. We can improve the simulation of practice in the form of group division of labor in innovating practice teaching mode. Simulate the whole or a single process of accounting business process. A large number of "role" simulation training, can make students quickly involve into the role and improve students' ability of flexible reaction and collaboration.

References

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