

Research and Practice on the Training of International Applied Accounting Professionals

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ABSTRACT. *The advancement of economic globalization, the transnational operation of enterprises and the cross-border flow of capital bring severe challenges to the ability of accounting personnel and the cultivation of accounting talents. How to cultivate application-oriented accounting talents with international vision to meet the needs of social and economic development has become an important issue to be solved in accounting education. This paper briefly analyzes the current situation and main problems of the training of international applied accounting professionals in China, and puts forward corresponding countermeasures and suggestions.*

KEYWORDS: *Internationalization, Application, Accounting professionals, Training*

1. Introduction

As a major widely provided in colleges and universities, accounting has a relatively short development time compared with other subjects. Although accounting in practice can be traced back to ancient Babylon and Greece, it hardly existed in universities before the 20th century. Nowadays, with the development of society and the globalization of economy, accounting has not only become a hot subject in various schools, but also been internationalized in its educational modes and talent training. In order to cultivate new high-quality applied accounting talents, most of our universities have changed their teaching objectives, reformed teaching methods, set new teaching programs, and introduced international accounting education mode. However, the training of qualified accounting professionals is still facing great challenges.

The advancement of economic globalization, the transnational operation of enterprises and the cross-border flow of capital bring severe challenges to the ability of accounting personnel and the cultivation of accounting talents. How to cultivate application-oriented accounting talents with international vision to meet the needs of social and economic development has become an important issue to be solved in accounting education.

2. Current Situation of the Training of International Applied Accounting Talents

At present, China is experiencing economic transformation. International economic activities are relatively frequent, and the demand for accounting professionals who can meet the requirements of these activities is urgent, especially for high-level talents who are familiar with international market rules and have rich experience in domestic accounting. According to statistics, the present number of people engaged in financial work in China has reached 20 million; however, among the huge 20 million employees, less than 400,000 are engaged in high-level financial management.

With the continuous development of China's economy, the cultivation of accounting professionals has been paid special attention to. Economic globalization has given birth to a large number of transnational enterprises and international businesses between domestic and foreign enterprises. The demand for accounting practice has further promoted the internationalization of the cultivation concept of accounting professionals and the internationalization of the cultivation vision in higher education. Accounting majors with international vision, knowing about the new rules of international market and being familiar with the international accounting standards on the basis of certain local accounting experience, are more likely to participate in the decision-making process of multinational companies or the international businesses of enterprises and make positive investment and prediction suggestions.

Consequently, from the perspective of the training plan of accounting talents in colleges and universities, teaching goals are set to cultivate new accounting talents with international background, so as to cultivate composite talents with international competitiveness. The training mode of such talents also needs to be internationalized in terms of specific training objectives, curriculum and teaching methods. Educators not only

pay attention to the training of basic accounting skills of students, but also to their learning of international accounting standards and the development of their international vision[1].

3. Main Problems with the Training of International Applied Accounting Talents

3.1 The Lack of Rationality in the Curriculum of Accounting Professional Training

The training of accounting professionals in colleges and universities in China lasts generally three to five years. From the first semester to graduation, students take accounting courses of different levels, primary accounting, intermediate financial accounting and advanced financial accounting. In addition, courses involving financial management, capital operation and financial statement analysis are also compulsory. The comprehensiveness of the curriculum ensures that students can understand the accounting affairs in a comprehensive way, but the disadvantages are also apparent[2].

One of the problems is the lack of rationality in the systematic aspect of theoretical knowledge. For example, in the after-sale repo business in the sales field, the repo business will be recognized as financing business rather than sales business according to the principle that market value is more than form. The classification of teaching materials is generally confirmed in accordance with the legal form, recorded in the form of double entry bookkeeping in sales and procurement, and reflected in the financial statements. Students fail to build a clear understanding of the same business because of different courses offered in different semesters, especially when the business is subject to internal control and tax supervision. As a result, the knowledge learned by students is a segment of the same business in different disciplines, rather than a comprehensive understanding of a business. Definitely, this deviates from the employment demand of the enterprise.

Another problem that colleges and universities training international accounting talents are confronted with is the inclusion of ACCA courses into the curriculum, adding international accounting courses to Chinese accounting courses. Generally, this helps accounting majors to develop internationally. However, some educational organizations have too high evaluation standards for international accounting talents. 14 ACCA courses are added to the teaching plan and students are required to complete the global unified examination, which will inevitably lead to students' poor grasp of basic knowledge of accounting[3].

And finally, in the curriculum of some educational institutes, there is no feasible application teaching system for the training of international accounting talents, especially in the training of international accounting thinking.

3.2 The Lack of Practice Link in the Training of International Applied Accounting Professionals

The practice stage is an important link for students to understand and apply the theoretical knowledge. The accounting practice posts arranged by colleges and universities are also designed to offer students opportunities to use the theoretical knowledge they have learned in class, put the theories into practice, cultivate professional quality and develop sense of responsibility required by accounting professionals. The starting point of accounting practice is good, but in the practical implementation process, the designed goals and expectations can not always be fulfilled for a number of reasons.

The first is the expansion of enrollment in colleges and universities, which results in the huge number of students majoring in accounting. Consequently, it is almost impossible to meet the internship needs of all accounting talents and implementation of internship work is floating on the surface. The second is that accounting and finance jobs are generally the core and confidential jobs of enterprises and institutions. For this reason, they are unwilling to accept short-term flow of interns in a general way. Even if some companies will offer internship to keep a good relationship with universities and attract excellent graduates, the posts provided are quite limited. Lastly, international accounting talents are constrained in many aspects when choosing internship units. To have an international accounting environment, it is generally necessary to choose multinational companies or foreign enterprises and other units with international business.

4. Suggestions on the Training of International Applied Accounting Talents

4.1 Set Up Scientific Professional Course System

In order to train international applied accounting talents, colleges and universities should set up scientific

professional course system, not only paying attention to the training of accounting professional skills and qualities but also to the development of the comprehensive quality of talents and international vision.

In terms of the guiding objectives of the course, we should cultivate compound talents who are proficient in the relevant theories of accounting and auditing at home and abroad, are familiar with the use of financial software related to basic accounting, and can adapt to the working environment of various countries. In the existing curriculum of accounting, apart from accounting courses, relevant courses such as finance, auditing, management and taxation are also core courses of the major. What's important is that in the teaching process, educators should pay attention to the mutual integration of various subjects, which reflects the curriculum setting that we should take the overall process of accounting practice as the main line of learning, and carry out relevant professional courses around this main line.

Emphasis should be laid on the integrity and comprehensiveness of knowledge. The existing curriculum can be reformed from the three aspects. The first is to emphasize the combination of theory and practice, strengthen the innovation of the existing curriculum theory, and improve the old analysis methods; the second is to further optimize the source of cases in the selection of case teaching, and improve the cases through the teachers' leading and students' participation; and the third, as for the requirements for teachers, we should further emphasize the theoretical quality of teachers in both economy and management, and at the same time improve the practical basis and classroom management ability of teachers[5-6].

4.2 Lay Emphasis on the Cultivation of Applied Abilities

An applied talent should have the comprehensive ability of using theoretical knowledge and methods to analyze and solve problems, as well as the practical ability to put solutions into practice. However, in some colleges and universities, the training of accounting professionals still pays too much attention to the teaching of theory, while the practical application and quality training have not received as much consideration.

As mentioned in the previous section, in terms of curriculum, universities should actively learn from foreign application-oriented universities, sharing their successful experiences and changing the traditional concept of viewing practice teaching as a subsidiary of theoretical teaching. It's necessary for universities to optimize the curriculum system, and design practice teaching as a complete and independent teaching link. Also, universities can cooperate with enterprises in corresponding industries, especially international companies and enterprises, inviting them to participate in the revision of training programs, the construction of curriculum system, the selection of teaching content, and the design of practical links.

School enterprise cooperation is an effective form to provide students with practical working opportunities. From the perspective of students, accounting practice enables them to clearly understand the differences between accounting study and accounting work, so as to have a deeper understanding of their future career, to prepare for their career choice in advance, and to improve their adaptability to the workplace [7]. From the perspective of universities, internship in companies allows them to check their students' mastery of theoretical knowledge, get feedback from cooperative partners and improve their practical teaching accordingly.

4.3 Attach Importance to the Development of International Vision

To build students' international vision, universities should strive to integrate international elements into all aspects of talent training. First and foremost, universities should strengthen their cooperation with foreign institutes, introducing teaching resources, courses, staff, and learning from their training experience. Also, universities should establish long-term relationship with multinational companies and enterprises with international businesses, so as to know about the abilities and skills required for graduates from the perspective of employers and seek internship opportunities for students to put their theoretical knowledge into practice in an international environment. In addition, the international vision of the teaching staff should not be ignored. Training should be provided for faculty to improve professional knowledge and language proficiency, so that learners can have access to high quality academic classes delivered in English. Last but not least, courses that help to develop students' language ability and international communication skills should be included into the curriculum.

5. Conclusion

The training of international applied accounting talents is the need of social and economic development. To

meet this need, researchers and organizations in accounting education have carried out research, and taken measures to improve the quality of talent training. Because of their efforts, a lot has been achieved till now. New joint degree programs have been run; teaching resources, courses and staff have been introduced; course system tends to be scientific; and teaching methods have been reformed. Actually, in the cultivation of accounting personnel, although universities shoulder the main responsibility, companies and educational administration also have a role to play. Only by the joint effort of universities, enterprises and policy makers, can the goal of training application-oriented accounting talents with international vision can be achieved.

Acknowledgement

Project supported by the Teaching Reform Research Program of Hunan Province (Grant No. [2017]452).

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