

The Application of Informationization Teaching Methods in Higher Vocational Accounting Teaching

Du Wei*

School of Accounting, Zibo Vocational Institute, Zibo, China

15488415@qq.com

**Corresponding author*

Keywords: Information application; Higher vocational education; Accounting Teaching

Abstract: With the rapid development of science and technology, China has entered the era of informatization, and information technology has been widely applied in various industries, including vocational education. It is obvious that traditional teaching models can no longer keep up with the trend of the times and cannot meet the learning needs of contemporary students. Therefore, teachers must constantly innovate their own teaching models and apply information technology to their teaching work. Only in this way can it contribute to students' development, enable them to devote more energy to classroom learning, and truly improve learning efficiency.

With the development of information technology represented by multimedia computers and network technology, more and more new technologies and software are beginning to appear in people's lives and work; They provide users with a brand new shock and experience in terms of visual, auditory, and tactile senses. With the widespread application of information technology, the information-based teaching model has also been widely used as a new teaching model in classroom teaching.

Informationization has the following characteristics. First, the main feature of the information age is digitization. The use of digitalization has permeated various industries in our country, and the impact of digitalization in vocational education is also constantly expanding, and its role is also increasing over time. Digital applications in vocational education include digital video, audio, multimedia related software, website applications, email, and other information technology tools. Teachers can input courseware through multimedia and electronic devices, and share resources with students or other teachers by uploading them. This way, students can learn relevant course knowledge anytime and anywhere without being limited by space, time, or geography. Second, in the context of networking, the dissemination of information has the following characteristics: very fast speed, high interactivity of information, cross-cultural differences, large capacity. Networking includes content such as images and experimental data, electronic journals, etc. During the teaching process, teachers use networking to change teaching modes and enrich classroom teaching methods. This not only effectively enhances the visualization of teaching content, but also enriches and expands teaching content, enhancing students' mastery of knowledge. Third, the development goal of modern information technology is to achieve intelligence, including communication, information technology, intelligent control, and technologies from various industries in modern equipment.

These technologies all possess the following characteristics: strong memory, sensing ability, adaptability, thinking ability, learning ability, and independent behavioral decision-making ability. In teaching, teachers can use intelligent features to achieve intelligent and interactive teaching, improving students' learning efficiency. Teachers can apply information technology teaching tools in the process of designing and implementing teaching, creating teaching scenarios for students, achieving vivid and interesting classroom teaching, and maximizing the motivation of students to learn.

The teaching method of informatization is to utilize modern information technology, actively develop network resources, and continuously optimize the course teaching process, thereby improving the quality and efficiency of classroom teaching. The application of information technology teaching methods in accounting teaching can not only provide students with a high-quality learning environment, but also make the classroom atmosphere more active, greatly mobilizing students' learning enthusiasm, actively participating in teaching activities, effectively exercising comprehensive practical abilities, and having more opportunities and higher success rates in employment. To truly achieve the ultimate goal of talent cultivation in vocational colleges.

1. Utilizing Information Technology to Optimize Classroom Teaching Resources

In vocational accounting classroom teaching, due to the large amount of tedious knowledge points included in the teaching content, and these knowledge points are scattered in the teaching content, students need to conduct in-depth analysis of cases in order to truly master the professional knowledge of accounting, which adds a lot of trouble to their learning. Therefore, teachers must use modern information technology to integrate these knowledge points, continuously optimize teaching content, and deepen knowledge step by step from easy to difficult, in order to deeply tap students' learning potential and encourage them to actively participate in classroom learning. At the same time, teachers should also introduce some classic cases from the industry into the classroom, allowing students to analyze and discuss, encouraging them to speak up boldly and express their true ideas[1]. At the same time, the results of group discussions should be displayed through multimedia, which greatly enhances students' enthusiasm for participating in accounting teaching. Teachers can also make videos of key and difficult knowledge or cases, making abstract knowledge more visual and making the teaching content of vocational accounting classes more vivid and attractive. At the same time, it enables students to further deepen their understanding of knowledge, which in turn triggers deep thinking about cases. Students will use the knowledge they have learned to attempt case analysis, so that their ability to connect theory with practice can be rapidly enhanced and classroom teaching can be more effective.

2. Using Information Technology for Classroom Teaching Design

In vocational accounting classroom teaching, teachers must use information technology to design classroom teaching to help students improve learning efficiency.

Firstly, the accounting theory course in vocational colleges is relatively dull. Teachers should learn to integrate teaching resources such as teaching videos and practical cases through information technology, and use multimedia to play them in class, in order to increase the fun of classroom teaching, improve students' focus, and promote students to better learn professional knowledge [2].

Secondly, in the teaching of vocational accounting practical courses, teachers need to select suitable software for students to carry out practical operations. Learning tasks are completed online. When the student's homework is submitted, the teacher will see each student's thinking, and then will carry out targeted guidance according to the student's learning level, so as to improve the

mutual communication between teachers and students, so that students can understand their own shortcomings and improve according to the teacher's guidance, so that students' practical operation ability can be improved rapidly.

Finally, in vocational accounting teaching, the combination of theory and practice is equally important. Teachers should design targeted lesson plans based on students' weaknesses, select suitable case video resources to share with students, and allow students to practice repeatedly according to the videos, break through weak links in learning, and improve students' overall learning level.

3. Building a Network Mobile Platform Using Information Technology

Nowadays, using mobile devices has become an indispensable part of people's daily lives, and students are no exception, which creates favorable conditions for the construction and application of online mobile learning platforms [3]. Vocational colleges conduct in-depth research on the teaching objectives of accounting courses and students' learning needs, in order to construct a mobile network platform, enabling students to learn independently on the platform through mobile devices, breaking through time constraints, making student learning more convenient, fast, and efficient, while also meeting students' personalized needs. Vocational colleges can design platform functions from multiple aspects to help students improve their accounting professional knowledge through various forms. At the same time, teachers should help students develop scientific learning plans, pay attention to each student's learning situation, and urge students who cannot complete tasks on time to seize the time and improve speed. Teachers can also create small videos to summarize scattered knowledge points, which can help students review and consolidate after class.

4. Strengthening the cultivation of students' practical skills through online platforms

When conducting vocational literacy education for students, it is necessary to start with the curriculum, which requires the school's curriculum to be in line with the needs of enterprises and society. By introducing practical courses from enterprises through online platforms, we can promote deep integration between schools and enterprises, and enable students to meet the needs of enterprises earlier.

When introducing enterprise practice courses, students can log in to relevant websites through online platforms. This not only enables them to learn professional skills, but also enables them to understand different cultures and various rules and regulations of the enterprise, thereby deepening their understanding of cultural literacy and professional qualities, strengthening the constraints of professional ethics such as unity, cooperation, and integrity on students, cultivating their good understanding of professional cultural literacy, and ensuring the dual improvement of students' professional literacy and skills[4].

In the classroom teaching of vocational accounting, teachers should pay attention to cultivating students' practical skills. Because the accounting profession has high application value, teachers should not only focus on the theoretical knowledge of the accounting profession, but also cannot ignore practical operations. Given this reason, in an information-based teaching environment, teachers can create a real accounting role for students through simulation software and network technology, and assign certain tasks to students, guiding them to complete the tasks during the role experience process, and forging students' adaptability to future positions in advance. At the same time, it is also necessary to cultivate students' spirit of teamwork, improve their innovation ability, and enable them to achieve comprehensive development.

5. Conclusion

Under the same conditions of hardware experimental conditions and existing teacher quality in universities, only by improving the technical level of software and the utilization rate of hardware, optimizing the technical level of existing teachers and introducing diversified teacher resources from enterprises, utilizing resources in various ways, channels, and dimensions, with students as the center and enterprises as the guide, can we strengthen the improvement of education and teaching quality and effectiveness. Under the premise of closely combining students' dominant position and teachers' leading role, we should reasonably allocate teachers' teaching time and students' practical space, guide students to master professional and systematic knowledge structure through multimedia, network resources, and enterprise cases, and improve students' practical ability to analyze and solve problems. Due to the application of information technology, students can choose teaching resources at multiple levels and repeatedly use and think about teaching issues, realizing the synchronous education of multi-level students, to think together, to practice together and to gain together; it improves the speed and breadth of knowledge exchange, as well as the accuracy and depth of capacity expansion. Multimedia teaching virtually cultivate students' innovative spirit of project teaching; I have honed my abilities in information organization, practical operation, teamwork, and professional inquiry; It has greatly changed students' enthusiasm and initiative in learning. Through the construction of multimedia and high-quality courses, while summarizing and analyzing to ensure teaching effectiveness, we have also achieved the extraction and organization of teaching resources for teachers, and optimized their educational and teaching abilities.

In summary, with the rapid development of information technology, information-based teaching methods have been widely applied in vocational accounting teaching, injecting fresh blood into the development of teaching work in vocational colleges, greatly improving teaching quality and efficiency. Not only has it opened up students' horizons, broadened their knowledge, and greatly improved their comprehensive quality and ability. This has laid a solid foundation for the smooth employment of vocational accounting students in the future. Vocational colleges should attach great importance to the effective utilization of information technology, fully recognize the value of information teaching methods in classroom teaching, and clarify that the use of this advanced information technology method can integrate teaching resources, optimize classroom teaching environment, and greatly help improve students' practical operation ability. The construction of online learning platforms in universities has provided great convenience for students to learn independently and individually, laying the foundation for the long-term development of accounting teaching in vocational colleges, and cultivating a large number of excellent accounting professionals for society.

References

- [1] Shi Huali. *Research on the Application of Informationization Teaching Methods in Higher Vocational Accounting Teaching [J]. Employment and Security. 2019 (24): 94-95*
- [2] Guo Hongjing. *Research on the Application of Informationization Education Methods in Accounting Teaching in Higher Vocational Education [J]. Firecracker Technology and Market, 2020 (02): 214*
- [3] Liu Ying. *Application of Information Technology Teaching Methods in Accounting Teaching in Higher Vocational Education. Industry and Technology Forum. 2021.20 (14): 114-115*
- [4] Gu Lijuan. *Research on Accounting Informatization Classroom Teaching in Higher Vocational Education [J]. Science and Technology Perspective. 2019 (31): 139-140+142*