

Original Research Article

## **A Study on the Comprehensive Education Model of "Job Course Competition Certificate" for Vocational Undergraduate Big Data and Accounting Majors**

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**Abstract:** The comprehensive education model of "on-the-job course competition certification" is an innovative talent cultivation model aimed at cultivating high-quality skilled talents that meet the needs of the new era. This model combines job skills, course learning, skill competitions, and certificate certification to provide students with a more practical educational experience. This time, the comprehensive education model of "on-the-job course competition certificate" will be applied to the teaching practice of vocational undergraduate big data and accounting majors. After briefly explaining the connotation of the "on-the-job course competition certificate" education model, this article analyzes and summarizes the integration methods of "on-the-job course competition certificate" from four aspects: course post integration, course certificate integration, course competition integration, and competition certificate integration. Finally, combining with the current situation of big data and accounting major teaching in vocational colleges, this article explores the practical path of the "on-the-job course competition certificate" comprehensive education model from the rational allocation of school enterprise resources, setting of talent training standards, construction of teacher teams, optimization of curriculum systems, and improvement of assessment and evaluation systems.

**Keywords:** Big data and accounting; Job course competition certificate; Comprehensive education

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Vocational education is an important way to cultivate high-quality talents. The Implementation Plan for National Vocational Education Reform proposes that in order to better adapt to the needs of economic development and industrial upgrading, China will further improve the vocational education system. By establishing an education system that connects vocational education with general education, the social recognition of vocational education will be increased. At the same time, the exchange and cooperation between vocational education and other types of education will be strengthened, Promote resource sharing and complementary advantages. At the 2021 Vocational Education Conference, it was emphasized to implement the fundamental task of cultivating morality and talents, and to deepen the comprehensive education model of "job courses, competition and certification", in order to cultivate more high-quality skilled talents for China and achieve high-level development of vocational education.

### **1. The connotation of the comprehensive education model of "on-the-job course competition certification"**

Job analysis is the foundation of "job course certification competition". By deeply analyzing the responsibilities, skills, and development of professional positions, one can accurately grasp the goals and directions of talent cultivation. Just like when architects design a building, they first need to conduct a detailed site survey and requirement analysis in order to develop a design plan that is in line with reality.

Curriculum is the core of talent cultivation, and through close integration with job analysis, a work process oriented curriculum system is formed. This means that the course content should be consistent with the actual work process, so that students can directly experience the real working environment during learning and improve the effectiveness of learning.

Vocational skills competitions can not only improve students' skill levels, but also cultivate their team spirit and innovative spirit. Through competitions, students can discover their shortcomings, find directions for improvement, and also provide valuable experience for them.

A professional qualification certificate is a standard for measuring whether a person has the qualifications and abilities to engage in a certain profession. Under the "on-the-job course competition certificate" model, obtaining a vocational qualification certificate is a reflection of students' learning achievements and an important guarantee for their future employment<sup>[1]</sup>.

## **2. The main methods of integrating "job course competition certification"**

### **2.1. Integration of courses and positions**

The integration of courses and positions is the deep integration of courses and job requirements in vocational education. In vocational education, the integration of curriculum design and job requirements is the key to improving students' employment competitiveness and meeting the talent needs of enterprises. The concept of integrating courses and positions advocates a deep integration of courses and positions, making the course content more closely related to practical work needs, thereby improving students' practical abilities<sup>[2]</sup>.

### **2.2. Integration of course certificates**

With the development of society, vocational skills certificates are crucial for job seekers. In order to improve the employment competitiveness of students, many schools are actively promoting the integration of courses and certificates. The primary principle of integrating courses and certificates is to expand students' skills. Schools should combine the assessment content of vocational skill level certificates and vocational qualification certificates, improve teaching content, and ensure that students can fully master the required skills. Through the integration of course certificates, students can accumulate credits, improve their academic performance, and also contribute to enhancing their motivation<sup>[3]</sup>.

### **2.3. Integration of class and competition**

With the continuous development of vocational education, the integration of curriculum and competition has become an important way to improve teaching quality and cultivate students' practical abilities, which helps to enhance their comprehensive quality. In terms of curriculum design, full consideration should be given to the needs of various competitions, and courses should be organically combined with competitions. Corresponding courses should be set up for competitions in different fields, focusing on cultivating students' practical abilities and innovative thinking. At the same time, it is necessary to pay attention to the development trend of competitions, continuously update course content, ensure that course settings are synchronized with competition needs, and improve the quality of talent cultivation<sup>[4]</sup>.

### **2.4. Integration of competition and certification**

The integration of competition and certification, as a new type of education model, is increasingly receiving attention. The integration of competition and certification follows the principle of "compatibility of competition

and certification, mutual promotion and progress", aiming to organically combine competition and certification, and through targeted competition content design, help students master the knowledge and skills required for practical work, improve their professional abilities and practical competitiveness.

### **3. The Specific Path of Comprehensive Education of Vocational Undergraduate Big Data and Accounting Majors through "Job Course Competition and Certification"**

#### **3.1. Joint optimization of resource allocation by schools and enterprises**

The key to comprehensive education through "on-the-job course competition certification" is to closely cooperate between schools and enterprises, fully realize the integration of industry and education, and then optimize and fully utilize the advantageous resources of both schools and enterprises in combination with the reality of market economy operation. Under the concept of win-win, find the entry point for cooperation, jointly build a close cooperation mechanism, and achieve deep integration among various stakeholders through joint implementation, evaluation, and supervision. At the macro level, government regulatory departments should do a good job in top-level design, provide strong policy support for the implementation of industry education integration, open up channels for information exchange, and effectively integrate vocational education into social construction<sup>[5]</sup>. For vocational colleges, they should combine the local and overall economic development situation, deeply interpret the relevant national and local policies, and then flexibly adjust and optimize the disciplinary and professional settings based on the employment needs of the government and enterprises. Modern chemical apprenticeship should be implemented, student evaluation should be an important basis for teacher assessment, and the quality of vocational education teaching should be continuously improved to avoid situations where the school's teaching cannot meet the needs of students and the students' learning cannot meet the work needs of enterprises. For enterprises, they should combine their own development needs, systematically integrate existing resources, and invest existing resources appropriately in vocational education through mixed ownership education, named classes, and other forms, to promote the improvement of talent cultivation quality.

#### **3.2. Set talent training standards based on industry demand**

According to national strategic needs, vocational colleges should focus on top-level design of vocational talent cultivation, fully integrate talent cultivation into the talent chain and industry chain, combine with the employment needs of enterprises, institutions, accounting and tax service institutions, and clarify the actual needs of each unit for talents in various positions such as financial analysis, budget management, tax management, investment and financing management, Targeted talent cultivation goals and professional standards should be set, focusing on cultivating comprehensive and high-quality financial and accounting talents with balanced development in morality, intelligence, physical fitness, and other aspects, so that they can solidly master high-level vocational skills. At the same time, personalized career development plans should be formulated for students based on their individual differences and development goals to meet their personal development needs. In addition, the talent needs of employers should be integrated into the job internship standards, effectively improving the pertinence and effectiveness of vocational college internship activities. Through internships, students can accumulate practical experience, understand the actual work situation of various financial and accounting positions in advance, consciously identify their own knowledge level, professional skills, and other shortcomings, and carry out targeted self-improvement, Adapt faster and better to job requirements after leaving campus<sup>[6]</sup>.

### **3.3. Continuously strengthening the construction of a "dual teacher" teaching team**

The professional competence of teachers is a key element in talent cultivation. However, in the current teaching practice of vocational undergraduate big data and accounting, the shortage of high-quality teachers is still common. In this regard, universities should appropriately improve the requirements for teacher quality and focus on building a "dual teacher" teaching team. On the one hand, teachers should "go out", strengthen guidance and support for existing professional course teachers, stimulate their self-improvement awareness, and on the other hand, they can also be seconded to enterprises, participate in the production and management front line, have a deeper understanding of the actual work of finance, auditing, and other aspects of enterprises, and accumulate experience, deepen understanding, and improve their practical abilities in actual work in enterprises. On the other hand, it is necessary to "introduce" enterprises, which can be achieved through methods such as "attracting enterprises to schools", so that enterprises can participate more in the teaching practice of vocational colleges. With the assistance of mutual employment between schools and enterprises, the teacher force between schools and enterprises can maintain two-way flow. With the joint efforts of schools and enterprises, more excellent "dual teacher" teachers with solid professional skills, high theoretical knowledge level, and noble professional ethics can be cultivated.

### **3.4. Optimize the curriculum system according to job requirements**

To ensure that vocational undergraduate students majoring in big data and accounting have strong professional skills and can effectively meet the job requirements, vocational undergraduate colleges should do a good job in curriculum system reconstruction and optimization as soon as possible. This requires a thorough investigation and sorting of market talent demand information, a clear and accurate grasp of the job requirements related to big data and accounting, and meet the job requirements, To establish specific and reasonable competency standards for big data and accounting professionals, and to promote the cultivation of professional talent's abilities, targeted modular course design will be carried out to form a progressive and clear curriculum system of basic courses, core courses, and expansion courses, and to organize distinctive professional courses. In addition, to enrich the accounting curriculum system, vocational colleges can also adopt "1+X" module courses, simulation training courses, and organize more competition activities with themes such as "accounting skills" and "intelligent finance and taxation" to promote the integration of competition and education. Through continuous screening and refinement, a perfect, standardized, and distinctive high-quality online open course can be formed, promoting the continuous improvement of talent cultivation effectiveness.

### **3.5. Improve the assessment and evaluation system**

The source of students in vocational colleges is relatively complex, and the quality of students varies. Therefore, in the teaching of big data and accounting majors, each college should fully integrate the concept of individualized teaching, comprehensively understand the actual situation of students in terms of learning foundation, learning ability, and career development goals, and do a good job in learning situation analysis. Clarify the basic needs of the financial and tax position group, scientifically and reasonably classify and stratify students, and flexibly adjust and arrange the stratification based on their progress. For students of different categories and levels, different difficulty assessment standards can be set, and diverse and differentiated teaching methods can be adopted to achieve precise guidance and teaching effects. Implement the concept of individualized teaching, promote various types and levels. The overall improvement of learning outcomes for

students at all levels. In addition to summary assessment, universities should also do a good job in process assessment and value-added assessment, thereby forming a comprehensive and diversified curriculum assessment system, providing strong support for the implementation of the curriculum system.

#### **4. Conclusion**

In order to meet the constantly increasing demand for accounting professionals, the comprehensive education model of "on-the-job course competition certification" has been introduced into the teaching of big data and accounting majors in vocational colleges. This has achieved deep integration of multiple systems such as industry, education, competition, and certification, and has played a significant role in promoting the improvement of teacher quality, textbook improvement, and teaching method optimization. Vocational colleges should collaborate with enterprises to allocate teaching resources, set corresponding talent training standards, continuously strengthen the construction of high-quality teacher teams, accelerate the optimization and improvement of curriculum systems, and improve teaching assessment and evaluation systems. In addition, institutional guarantees should be continuously strengthened from the aspects of teaching management, professional construction, and funding, effectively improving the teaching quality of big data and accounting majors, and cultivating more opportunities to meet job demands Highly skilled and versatile accounting professionals with solid professional skills.

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