Strategic Orientation, International Exchange, and Cooperation in Running Schools

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Abstract: *Under one belt, one road, one of the "one belt, one road" construction path, the concept of "one belt and one road" education community has been presented to everyone's vision. In terms of international exchanges and cooperation, we have also met greater opportunities and challenges. In order to meet one's needs of one belt, one road, the universities also began to promote the harmonious development of regional education based on equality, tolerance, reciprocity, and activity. We should strengthen the spirit of cooperation, realize the sharing of educational resources, and protect the common feelings of the people. Therefore, this paper first puts forward the main problems to be explored, and then, combined with the actual development needs, constructs the construction path of international exchange and cooperation in running schools.*

Keywords: International exchange; Cooperation in running schools.

1. INTRODUCTION

Education is the foundation of a long-term plan. In recent years, with the continuous development of the education industry, the economic industry has also been a leap forward adjustment. With the expansion of the scale of colleges and universities, the number of educational students begins to decline, which hinders the further development and extension of colleges and universities. As one belt, one road, strategy oriented, effective international cooperation has become a booster for the extension of higher occupation education in China, [1]. Currently, if colleges and universities want to realize the transformation and development of international exchange and cooperation in essence, they need to further consider the main ideas of international exchange and cooperation in running schools. "One belt, one road" initiative has opened a new direction for international exchanges and cooperation among universities, enriched the connotation of cooperation in international cooperation and exchanges, and optimized the mechanism of international exchanges and cooperation in universities. However, in the process of practice, first, at the government level, there is a lack of strategic planning for the internationalization of education, a sound employment transfer system, a scientific vocational education system, and financial support from policies [2]. Secondly, the university itself. Lack of open school philosophy, lack of experience and path to promote international exchange and cooperation. It is difficult to obtain the cooperation intention of foreign universities due to the lack of their own strength. Moreover, many colleges and universities are too conservative and ignore their own education output, making international exchange and cooperation in a passive position. From the perspective of the main linkage, the folk forces are insufficient, the structure is not perfect, the overall planning is lacking, and the internal communication is lacking. In view of this one belt, one road, strategic orientation, how will universities implement the path of international exchange and cooperation in running schools? How will we firmly grasp the strategic opportunity of this country, with education as the foundation and talents as the key? It has become the focus of research under the current situation.

In order to address the shortcomings in the traditional teaching activities of "Software Project Management" course, we adopt the "Case-Question-Seminar" mode to improve the learning effect of students by taking the content of "Software Project Risk Management" as an example. During the teaching activities, first of all, students' attention and interest are attracted by introducing the cases that matches the teaching content. Then the students are asked to think through a series of questions. Finally, the students' ability to apply their knowledge is enhanced through group discussion activities. According to the feedback from the teaching practice, the introudced scenario-based teaching mode can prompt students to be skilled in learning and applying knowledge.

Software project risk management theory includes the following aspects: project risk management concepts, project risk management process and project risk identification. According to the traditional teaching strategy, the theoretical content is firstly introduced, and then the points of knowledge that are difficult to understand are explained. The above teaching method is dull and boring, and thus, it is difficult to attract students' interest in learning, and not favorable to the mastery of the knowledge.

In our lesson, we take the method of "Introducing Project Risk Management Failure Case, and Creating Discussion Topics" to create a relaxing and pleasant teaching atmosphere, so that students can learn by combining theory and practice, and the above method can motivate students to learn this lesson.

When explaining the new concepts in this section as well as the significance of learning, we utilize the case of project risk management failure and ask some questions so that students can understand these new concepts as well as the significance of the learning of the knowledge points in this section based on project scenarios. In this way, the significance of the project manager's responsibility and continuous improvement of his professionalism can be understood.

When teaching the project risk management process, on the basis of a project risk example, we introduce the four phases of tasks involved in the risk management process, so that students have a very specific and deep understanding of this aspect of knowledge.

When explaining project risk identification, we first introduce the content of risk identification, including risk classification, risk identification methods and risk identification results. Then, by discussing the problems in the case of project risk identification in groups, students can use their knowledge actively. The above teaching strategy not only gives play to the initiative of students in the teaching process, but also facilitates the sublimation of students from the absorption of knowledge to application.

Finally, we set up a knowledge expansion section for students to investigate some risk identification techniques or methods employed by IT companies, so that they can improve their abilities to investigate and collect information outside the classroom, which will be conducive to more in-depth research in the future.

2. "ONE BELT, ONE ROAD" STRATEGY ORIENTED INTERNATIONAL EXCHANGE AND COOPERATION IN RUNNING SCHOOLS

The transmission nodes of the near-shallow sea observation network are composed of buoy system, mooring system, and underwater acoustic communication system. In order to adapt to various changing environments, the mooring system needs to select the appropriate anchor chain type, length, and mass of the heavy ball, to minimize the draft depth of the buoy, the swimming area, and the inclination Angle of the steel bucket. In this paper, according to the data and parameters of A system given in question A of the 2022 National Mathematical Contest in Modeling for College Students, as well as the transmission node diagram, the following problems are attempted to be solved.

"Software Project Management" is an important professional course for software engineering majors, the above course objective is to let students master the whole process of software project management from the project plan, project execution control to the end of the project, combining theory and practice, so as to cultivate and improve the students' ability of software development, teamwork and management of software projects, and make the students have the ability of solving the complex engineering problems step by step. In this way, students can gradually have the ability to solve complex engineering problems and provide practical and innovative talents to enterprises. However, the traditional teaching method of "Software Project Management" course has the following problems:

Firstly, Students themselves have some misunderstandings that learning good programming courses in the future will directly contribute to the employment of written tests and interviews, and software engineering courses to learn good or bad for the future employment of written tests and interviews do not have much impact.

Secondly, the value of software engineering courses is to improve the success rate and quality of software development projects, especially the implementation of large or medium-sized software projects. Since the majority of students generally have no experience in the implementation of software development projects when they study the above courses, they are unable to realise the application value of software engineering courses [1,2,3].

Lastly, the content of software engineering courses and the current teaching methods pay more attention to teaching theoretical knowledge, and don't pay much attention to the close relationship between these courses and their comprehensive application in software development projects [4,5], which makes students unable to realise the value of comprehensive application of knowledge in this kind of courses through the whole implementation

process of software development projects, and fails to arouse interest in active learning.

For the purpose of cultivating and improving the ability of independent study, active thinking and applying knowledge, a scenario-based teaching mode has been introduced, and this paper introduces the teaching design of " Software Project Management" course by taking the section of "Software Project Risk Management" as an example.

2.1 Government level

First, it is necessary to formulate the strategic standards of education internationalization according to the actual situation of our country, and guide the work of national cooperation and exchange. From the perspective of strategic objectives, we should strengthen the coordination of our work and analyze the path of international development in combination with our own actual situation. Secondly, we need to build professional qualification certificate construction, strengthen the employment transfer system, and strengthen the internationalization. We should enhance the financial support, establish the evaluation system, and improve the quality of education. Select several excellent industries and construct the characteristic professional qualification system. The relevant personnel also need to strengthen the relationship with the Ministry of human resources and social security to improve the interoperability. After that, it is necessary to improve the professional friendship system and further promote the construction of international exchange and cooperation platform. From the perspective of international talent training, we should build in different levels, improve the strength of school running, and promote the development and extension of characteristics. Finally, we need to maximize the support of policy funds and encourage universities to implement the construction of international exchange and cooperation [3]. We should strengthen the construction of self-study groups to enhance the international competitiveness in essence, so that more excellent students can have the opportunity for further study.

2.2 University level

First, it is necessary for university leaders to construct an open teaching concept in combination with their own actual situation. According to the needs of international talent market, reasonable allocation of resources, the development of corresponding training system. Secondly, colleges and universities need to choose a reasonable path to promote international exchange and cooperation. Combined with international communication experience, the focus of resource integration is analyzed. In addition to basic knowledge teaching, it is also necessary to employ foreign teachers to carry out the construction and training of language and customs. We should innovate the pattern of international exchange and cooperation, strengthen the construction of characteristic majors, and complete self innovation, to lay a good foundation for future education output. After that, we need to strengthen the connotation construction of colleges and universities. Improve the management value and break through the value guarantee. We should strengthen the international teaching staff, increase the channel construction, and extend to the direction of high-tech industries. To establish an international curriculum system, it is not only necessary to show national characteristics and ideology, but also to retain local characteristics based on internationalization [4]. Finally, colleges and universities need to combine their own actual situation, bold innovation, the implementation of education output. On the one hand, we need to expand the scale of overseas students. On the other hand, we need to try to run schools abroad and extend the corresponding implementation system. For example, "Confucius Institute", "Luban workshop", etc.

2.3 Main body linkage level

First, we need to reflect the main strength of non- governmental organizations, and increase the linkage between the government and universities. In other words, it is necessary for colleges and universities to combine their own actual needs, build an information management platform, use the corresponding information collection methods, maintain the dynamic construction foundation, and improve the practicality. From the perspective of open lens, professional training and service should be enhanced. For example: information consultation, follow-up dispute settlement and other contents belong to the category of folk services. Secondly, we need to embody the advantages of enterprises to enhance the efficiency of international communication. Colleges and universities need to take the initiative to request cooperation, and combine with the local economy to increase the national project cooperation. Under the linkage of diversified colleges and universities, resource sharing, coordinated development, and implementation of extension towards the direction of diversification. In addition, we also need to share internal academic resources, improve the sharing of bilingual teaching materials, and undertake scientific research projects. We should strengthen cooperation, enhance the international image, expand the national model of enrollment, and

extend towards the implementation of international brand building. Then, it is necessary to integrate resources, upgrade economic structure, make reasonable planning, improve corresponding cooperation efficiency, and enhance corresponding cooperation quality based on local conditions. Finally, based on colleges and universities, we need to increase domestic construction and exchange, use advantages to drive strong international exchange trend, and increase the effective construction of leading role [5]. In addition, the relevant departments need to improve the measures of cooperative education, and build the exchange mechanism based on the credit system. In addition, for regions with relatively developed domestic economic and educational resources, they can be transported to less developed areas.

The Ministry of Education pointed out in the Guidance Outline for Improving Chinese Excellent Traditional Culture Education released in 2014 that it is necessary to integrate Chinese excellent traditional culture into school curriculum and teaching material system, and effectively do a good job in Chinese excellent traditional culture education [1]. In 2021, the Ministry of Education issued the higher vocational education college English course standard ", English course is a core subject accomplishment includes the multicultural communication, students in the process of learning and using English in the recognition and respect for cultural diversity, with international vision, set up cultural confidence, form good intercultural communicative competence [2]. English is one of the important public basic courses in higher vocational colleges and a compulsory general education course for all students. Under the background of the current, to the requirement of higher vocational college English course is no longer just limited to teach students the English language knowledge and skills, more important is integrated into the Chinese culture education, stimulate students interest in learning, guide students to form correct cultural values and world view, the Chinese and western culture have the dialectical view, set up cultural self-confidence and sense of national pride, the excellent Chinese culture is effectively expressed and inherited through English. Therefore, how to effectively integrate Chinese traditional culture into English teaching in higher vocational colleges is a problem that is worth pondering by educators.

3. ENRICH THE CONTENTS OF ENGLISH TEXTBOOKS AND IMPROVE THE CURRICULUM SYSTEM

Teaching materials are not only the basis of teaching activities, but also the important carrier of cultural communication of higher vocational English courses. Chinese traditional culture has a long history, extensive and profound, covering traditional festivals, characters, folk customs, architecture, diet, handicrafts and other aspects [3]. English textbooks should include relevant materials to explain Chinese traditional culture, such as Chinese kung fu, Chinese tea, Chinese Silk Road, etc. At the same time, the comparison between Chinese and Western cultures should be integrated into English textbooks to guide students to treat Western culture critically and dialectically, understand the differences between Chinese and Western cultures, and help students establish cultural confidence. At the same time, teachers should constantly dig into the content of Traditional Chinese culture in English textbooks, which is one of the effective ways to integrate traditional culture into higher vocational English teaching. Theme in a unit of higher vocational English teachers from the existing English textbooks, dig and expand the text reading knowledge about Chinese traditional culture, analyze the collected by the traditional culture elements integration, integrate into the Chinese/English bilingual, conform to the actual manual in Chinese traditional culture, and with the corresponding comments and illustration, as auxiliary material of higher vocational English teaching, It not only enriches the content of English teaching materials, but also expands teaching resources, improves the curriculum system, and promotes the reform of English teaching materials to a certain extent.

For this paper uses genetic algorithm to solve the above model, genetic algorithm starts from the solution set of string search, able to handle multiple in the group at the same time, and only with the fitness function to evaluate the individual, the change rules of probability is used to guide the search direction, has the self-organizing, adaptive and self-learning habits, so that can better solve the established model, make the results more accurate. Then the basic operation of genetic algorithm simulates the genetic inheritance of biological organisms. After the initial population is formed through coding, genetic operation is to impose certain operations on the individuals of the population according to their environmental fitness, so as to realize the evolutionary process of survival of the fittest, which can make the problem optimized from generation to generation and ultimately approach the optimal solution.

The mooring system is an important part of the shallow sea observation network. The design problem is to make the draught of the buoy, the swimming area, and the inclination angle of the steel drum as small as possible by adjusting the length of the anchor chain, the model, and the mass of the weight ball. Based on problem two and

problem three in CUMCM2016Problems A, this paper studies the mooring system design through catenary equations, simulation, multi-objective planning and other methods. Aiming at the second problem, the equation is established after the force analysis of the first problem, the wind speed is adjusted to 36m/s, and the key values such as the draft of the buoy, the inclination angle of the steel tube, the steel bucket, and the draft of the buoy are obtained. 5°, the angle between the anchor chain and the seabed is less than 16° and the draft of the buoy is less than 2m as the target multi-objective programming equation. The target value is calculated iteratively by setting the initial mass of the weight ball to 1000kg and the step length to 50kg. Through data visualization and fixed-step search strategy, the quality interval that satisfies the conditions is 2220kg~5700kg. Considering factors such as consumables, 2220kg is selected as the weight of the weight ball. Currently, the draft of the buoy is 0.9850m, the inclination angle of the steel drum is 4.5122°, and the angle between the anchor chain and the seabed is 15.9977°. For question three, in the design of the mooring system, for the wind speed and water speed in the harshest environment on the sea surface, the control variable method and multi-angle horizontal comparison are used to finally determine the choice of anchor chain model IV and model V, considering the economy of consumables, etc. Question, finally choose the best mooring system parameters: anchor chain length 22.05m, anchor chain type IV, weight ball weight 4200kg. According to calculation, the parameters of this mooring system can be obtained under the environment of wind speed of 36m/s and sea water speed of 1.5m/s: buoy draught 1.6092m, steel drum inclination angle 4.6929°, anchor chain and seabed angle of 15.9251°.

4. RATIONAL USE OF MODERN INFORMATION TEACHING MEANS

With the rapid development of modern advanced technology, rational use of modern information means and appropriate teaching methods in the teaching process play an important role in improving the quality and efficiency of teaching. English teachers in higher vocational colleges need to make full use of the network platform to collect Traditional Chinese cultural resources and build online course resources library with Traditional Chinese culture as the main body, including Chinese diet, Chinese historical allusions, Chinese traditional festivals, Chinese intangible cultural heritage, etc. At the same time, English teachers in the teaching process can be shown to students foreign language documentary about Chinese traditional culture, such as "on the tip of the tongue of China" in English, good in these documentaries presented the essence of Chinese traditional culture, such documentary voice pure, video content in the popularity of traditional cultural knowledge at the same time both interesting, fully stimulate students' interest and enthusiasm which the student studies, It helps students improve their English language skills and learn about Traditional Chinese culture. It is a good model of telling Chinese stories in English and an ideal learning material for English teaching. At the same time, higher vocational English teachers should change the traditional teaching methods. In the past English teaching process, teachers often simply indoctrinate students with Western culture and explain the content of textbooks by the book, without effective comparison between Chinese and Western culture, so that students can neither fully understand western culture nor learn Traditional Chinese culture. For example, when explaining Chinese and Western Mother's Day in English textbooks, teachers can introduce the traditional Chinese culture of filial piety in Di Zi GUI. At the same time, when explaining western traditional festivals such as Thanksgiving Day, teachers can compare them with Chinese traditional festivals such as Dragon Boat Festival and Mid-Autumn Festival, and introduce Chinese historical allusions such as "one meal is precious". By adopting this method of teaching, on the one hand, let the students learn the English language knowledge, understand the teaching materials of western culture, also let the students to learn traditional Chinese culture on the other hand, feel the difference between Chinese and western cultural attribute, know I have different characteristics, so that the students have the ability to use English words to express the Chinese culture.

4.1 Descriptive statistics

Using STATA to conduct descriptive statistics on variables, the following Table 1 is obtained:

As shown in the above table:

(1)The completion rate of task point and video task is 20% on average, and the average length of video task is not long, indicating that students do not have enough time to study and their learning enthusiasm is not high.

(2)In the chapter, the completion rate of the test was 17% and the completion rate of the homework reached 80%, indicating the prevalence of after-class tutoring.

(3)The completion rate and sign-in rate are both very high. The comparison of the above data shows that most students participate in the test, but the actual learning effect is not good. The comprehensive average score can also prove this point.

4.2 Regression analysis

We choose to study in the table pathophysiological points for task completion mission, video point task number, video task completion, the students watch the video task point time (minutes), chapter number test is complete, chapter test completion, chapters test score, homework, homework completion, homework grade point averages, test completed, completion test, study visits, signed in complete number, sign in to completion, discussion, the total number of posts, curriculum integration, the final exam scores for the independent variable comprehensive scores as the dependent variable, multiple linear regression using stata software

Table 1

Variable	Obs	Mean	Std. Dev.	Min	Max
Task point completion rate	92	0.216983	0.299733	0	0.9947
Video task completion rate	92	0.202295	0.347073	0	1
Video task completed in minutes	92	93.92174	223.2532	0	1268.3
Section test completion rate	92	0.174517	0.296807	0	0.9861
Operation completion rate	92	0.829173	0.108478	0.5714	1
Test completion rate	92	0.972826	0.086575	0.5	1
Sign-in completion rate	92	0.870494	0.098104	0.3077	1
Comprehensive performance	92	43.69446	20.38436	20.37	98.09
Final exam results	92	77.86261	14.18598	28	97.5

Table 2

Comprehensive performance	Coef.	Std. Err.	t	P>t	[95%	Interval]
Task point completion rate	22965.66	8688.763	2.64	0.01	5656.761	40274.57
Video task point completion rate	-20946.2	13769.63	-1.52	0.132	-48376.7	6484.303
Section test completion rate	-11185.2	11319.46	-0.99	0.326	-33734.7	11364.38
Operation completion rate	-28868.1	8291.03	-3.48	0.001	-45384.7	-12351.5
Sign-in completion rate	-0.70285	3.653516	-0.19	0.848	-7.98103	6.575324
Final exam results	0.043255	0.01605	2.7	0.009	0.011282	0.075228
_cons	2.647669	3.504283	0.76	0.452	-4.33322	9.628559

5. ACTIVELY CARRY OUT ENGLISH EXTRACURRICULAR ACTIVITIES

It is clearly pointed out in the English Curriculum Standards for Higher Vocational Education and the English Teaching syllabus of higher vocational colleges issued by the Ministry of Education that higher vocational colleges should actively organize and carry out diversified offline extracurricular cultural activities in combination with their actual conditions to expand the channels for the dissemination of Excellent Chinese culture. Therefore, higher vocational colleges can actively hold various cultural competitions, such as Chinese traditional Culture English speech contest, traditional culture vocabulary contest, traditional culture English reading contest, etc., to guide students to have a deep understanding of Chinese and Western culture. At the same time, the Dragon Boat

Festival, the Mid-Autumn festival, such as traditional Chinese festival arrives, actively use campus radio, campus BBS, publicity column, vigorously promote Chinese traditional culture, create a good traditional Chinese culture atmosphere, make students feel the extensive and profound Chinese traditional culture, from the inner stimulate students to love Chinese traditional culture. In addition, higher vocational colleges to change can encourage students to form a variety of cultural community, and actively make English short video about the Chinese traditional culture, with the help of trill communicated and weibo, a cultural exchange platform for the students to the platform to show yourself and self- expression, let the student through his favorite way of inheriting Chinese traditional culture. This mode of transmission is faster and covers a larger area, which is conducive to expanding the influence of Traditional Chinese culture.

6. DESIGN OF INTELLIGENT TALENT CULTIVATION FOR ACCOUNTING IN THE ERA OF DIGITAL INTELLIGENCE

Formulate intelligent accounting talent training programme reflecting "professional + digital intelligence technology empowerment". Revise the accounting talent training programme to reflect the "professional+digital intelligence technology empowerment" accounting intelligent talent cultivation goals in line with the characteristics of universities. In this regard, Xu Qin and others proposed a customised target cultivation method [9], the cultivation goal requires students to have economic management and computer and other related professional knowledge, with strong computer applications, database management and big data analysis capabilities, and be able to engage in accounting and auditing, financial management, and data analysis and other work in a modern technology environment, interdisciplinary, innovative talents. Carry out the"four-in-one"talent cultivation mode innovation, improve the permeability of accounting intelligent talent cultivation by including students' participation in all kinds of accounting intelligent disciplinary competitions, entering off-campus practice bases for intelligent accounting job internships, big data accounting modelling and such as CPA, ACCA certificate exams into the credits and other measures to promote Accounting intelligent talent cultivation programme goal achievement.

Optimise the accounting intelligent curriculum system. In the process of cultivating accounting intelligent talents in colleges and universities, the construction of the curriculum system is the core link. Increase the integration courses of digital intelligence technology and accounting majors to optimise the accounting intelligent course system. For example, increase the content of courses such as Big Data Accounting, Database Technology Application, Big Data Visualization Application, RPA Accounting Robot, Financial Shared Service, IT Audit, Python Application, etc., correspondingly reduce and merge the content of Cost Accounting, Enterprise Behaviour Simulation, Introduction to Accounting, etc., increase the proportion of hours of practical training courses, optimize the curricula Optimise the structure of the curriculum and the structure of capacity cultivation, and build a curriculum system of "professional + digital intelligence technology empowerment" to meet the requirements for the construction of intelligent accounting courses.

Construct an interdisciplinary intelligent accounting practice teaching platform, with dual- teacher guidance through school-enterprise cooperation. Practical skills are the key requirement for the cultivation of intelligent accounting talents, and the construction of a practical teaching platform and school-enterprise cooperation and dual-teacher guidance   are the necessary conditions for the cultivation of intelligent accounting talents. In this regard, scholars Wang Yani proposed to combine the enterprise positions, to build a diversified practical training platform for the integration of industry and finance [10]. Such as building a "big data analysis laboratory", "RPA accounting robot teaching platform", "financial sharing laboratory", "accounting industry academy" and other practical training platforms. Accounting Industry College" and other practical training platforms. Ding Huiping proposed that the construction of accounting practice teaching platform should involve cross-disciplinary teachers and dual tutor teaching in enterprises and universities [11]; Wang Aiguo proposed to unify the accounting platform, business intelligence modelling and visualization [12]. Teachers with rich practical experience in the enterprise can regularly come to the university to teach students within the university, and university teachers can also regularly go to the enterprise to observe the latest skills application of the front-line positions in the enterprise, and the school-enterprise cooperation dual-teacher guidance, to achieve the unity of teaching and practice, the unity of the number of intelligent innovation and practice, and to achieve the enhancement of the interdisciplinary teaching ability of accounting, which is in line with the requirements of the training of intelligent accounting talents.

Improve the teaching evaluation system of intelligent accounting talent training. The teaching evaluation system should be changed from "teacher-centered" to "student-centered" to change the tendency of the university teaching team to rely too much on scientific research in the past, and to ensure that teachers have more time and energy to focus on students in the implementation of the talent cultivation programme. "Professional+Digital Intelligence Technology Empowerment" integration, timely discovery to make up for the weak points in the whole process of student learning, the use of the teaching platform of the whole process of supervision and information and statistical functions, the combination of qualitative and quantitative evaluation, the combination of process evaluation and summative evaluation, to ensure that the students are in a constant progress to a single knowledge learning evaluation to the "knowledge+skills+comprehensive" change to "student-centred". The evaluation of single knowledge learning to "knowledge + skills + comprehensive literacy" multi-dimensional evaluation change.

7. PROBLEMS IN THE PROCESS OF TRAINING INTELLIGENT ACCOUNTING TALENTS IN COLLEGES AND UNIVERSITIES

Intelligent accounting talents can not meet the market demand, and traditional accounting talents are out of touch with the needs of enterprises. Due to the rapid development of artificial intelligence, big data and cloud computing, the content of accounting work in society and enterprises has changed. Accounting talent is an important medium for bridging enterprise management and basic data, and plays an important role in decision-making and accurate analysis for the leadership. Jiang Hua proposes that enterprises are in urgent need of talents with solid accounting expertise and strong information technology and numerical intelligence operation ability, while the accounting talents cultivated by private colleges and universities are often only familiar with the traditional accounting knowledge and operation skills, and have little sensitivity to numerical intelligence accounting [3]. Accompanied by the rapid development of information technology, gradually transitioning from accounting informationisation to the stage of accounting intelligence, so in this development process, accounting talents can not adapt to the social market and the enterprise's skills requirements, such as big data analysis, data crawling technology and RPA accounting robots, etc., which put forward the systematic and comprehensive requirements for the cultivation of applied accounting talents in colleges and universities. Traditional accounting positions to accounting, budgeting, financial management class is gradually replaced by the current big data analysis, data mining and RPA financial robots and other digital intelligence technology based on financial analysis of accounting talent, although the primary accounting talent is still in the majority of small and medium-sized enterprises in the financial positions, with the supply of a large number of graduates of accounting class each year, these positions are increasingly towards the low-end, the lack of high-skill Interdisciplinary composite talent quality and lose the competitiveness of talents. In order to meet the social and business requirements, the training of accounting talents in colleges and universities must be interdisciplinary mathematical and intellectual development, mastering skills such as database use, Python data mining and analysis, financial shared services, RPA financial robots, etc., to serve the needs of the new intelligent accounting talent positions and create greater corporate value.

Accounting curriculum system is unreasonable. The carrier of talent cultivation lies in the curriculum, and most of the current curriculum system for accounting talents in colleges and universities is still in the traditional accounting teaching stage, which does not reflect the modern big data accounting and artificial intelligence requirements. Liu Guocheng et al. proposed that, for the effective integration of information technology courses in accounting in undergraduate college education, most undergraduate colleges and universities have not been truly implemented in place [4], to promote the reform of accounting education related information technology courses are not set up scientifically and comprehensively, the accounting curriculum does not reflect the current "big intelligence, material and cloud" era of the curriculum content, resulting in the training strategy and efficiency of accounting talents can not be effectively implemented. The strategy and efficiency of talent training cannot be effectively improved. Wang Lili et al. pointed out that the current arrangement of financial accounting class time tends to dogmatic accounting ability training, and ignore the establishment of a widely concerned about the concept of "business and financial integration" [5]. At present, undergraduate accounting courses are mostly divided into four categories, general education courses such as Marx, Lenin and Mao, college English, calculus linear algebra and probability and mathematical statistics, etc.; professional basic education courses such as basic accounting, economic law and tax law, statistics, principles of management, macro and microeconomics, etc.; professional core education courses such as financial management, intermediate and advanced financial accounting, auditing management accounting, cost accounting and accounting statement analysis, etc.; comprehensive practice courses such as financial management, intermediate and advanced financial accounting, audit management accounting, cost accounting and accounting statement analysis, etc.; comprehensive practice courses such as financial management and accounting statement analysis, etc. The core professional education courses include financial management, intermediate and advanced financial accounting, auditing management accounting, cost accounting and accounting statement analysis, etc.; the comprehensive practical education courses include accounting information system, financial shared service, EXCEL application in finance, and enterprise behaviour simulation. There is a lack of courses in the curriculum system that reflect the integration of digital technology and business and finance, and since the Ministry of Education has conditions to restrict the total number of hours and credits for students, it is necessary to adjust and re-optimise the existing accounting curriculum system.

Accounting teaching method is single and solidified. In the face of mobile Internet digital technology, the teaching method cannot keep pace with the times, and there is a lack of interaction between teachers and students in the classroom. Jiang Tingting et al. pointed out through the survey research, currently found that students are least interested in the teaching method that is the teacher's main lecture, change the teaching method, improve the

quality of teaching is the focus of the current reform [6]. Song Wenxiu pointed out that the time and focus of the teacher's lectures on the standardised treatment of accounting work, students can not link the abstract content of what they have learned with the specific operational processes of the enterprise, and the theory and practice of the two skins [7]. Accounting courses are highly operational and lack of practical training and practice, which often leads to high scores and low ability of students, the current Ministry of Education first-class courses are clearly proposed to online and offline mixed teaching, which requires breaking the traditional teaching methods, the use of microblogging, weibo, microblogging, microblogging, small programs and QQ and other modern communication technologies, to participate in classroom discussions, and the effective use of microclasses, flipped classroom, APP and other teaching methods for indoor and outdoor, classroom and above and below the immersion type of Teaching, so that students participate in the whole process, increase interest in learning, to reflect the "student-centred" three-dimensional teaching mode change.

The evaluation of accounting talents is single. Evaluation of accounting talents is only based on the final examination results, which can't find out the deficiencies in the training process in time, and lacks process and stage evaluation, which makes the evaluation of accounting talents a mere formality. The traditional teaching evaluation mode can not fully reflect the whole process of student talent training, Lv Nan et al. pointed out that the current assessment of colleges and universities is relatively single, "usual homework + final exam" is still the main means to test the effectiveness of students' learning, most of the examination questions are objective questions, reflecting the students' comprehensive ability, dispersive thinking and flexible application of knowledge, fewer questions, which reduces the effectiveness of students' learning, and reduces their ability to learn. The examination questions are mostly objective questions, reflecting students' comprehensive ability, divergent thinking and flexible application of knowledge, which reduces the requirements for students, and the situation of "discussing heroes and heroines" and "evaluating prizes and awards" prevails [8]. Should use the digital intelligent teaching platform to monitor the classroom activity, student participation rate, offline classroom preparation rate and learning progress, the degree of consolidation of knowledge units, etc., all-round process of investigation and evaluation of the development of students.

8. CONCLUSION

With the progress of one's society and the one strategic opportunity of "one belt, one road", universities also need to change their running ideas and enhance the innovative construction of models. We should broaden our horizons, deepen international exchanges and cooperation, revise the training mode of compound talents, implement the cooperation mode of "bringing in" and "going out", and establish the "Chinese brand" of vocational education. To sum up, current Vocational English courses not only require students to master English knowledge and skills, but also undertake the responsibility of inheriting Traditional Chinese culture. Therefore, English teachers in higher vocational colleges need to set up the new education idea, strengthen personal literacy, enriching the content of English teaching materials, perfect the course system, reasonable use of modern information technology teaching means, actively carry out English extracurricular activities, effectively promote traditional Chinese culture into higher vocational English teaching, improve students' cultural confidence, enhance cross-cultural communication ability, Better carry forward and spread Chinese traditional culture. With the rapid development of big intelligence, mobile cloud communication technology, new requirements have been put forward for the cultivation of accounting intelligent talents in colleges and universities, therefore, colleges and universities should reshape the characteristics of accounting intelligent talents cultivation by adjusting the positioning of accounting intelligent talents cultivation objectives, accounting intelligent curriculum, accounting teaching methods and intelligent accounting talents evaluation. Constructing interdisciplinary, school- enterprise cooperation multifaceted teacher-guided curriculum system, increasing diversified whole-process assessment and evaluation methods, turning the challenge of digital intelligence technology into an opportunity for the cultivation of accounting intelligent talents in colleges and universities, and promoting the high-quality development of the social economy.

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