

Strategies and Practices for Building an Efficient Financial Audit Teaching Team

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Abstract: This article aims to explore how to build an efficient financial audit teaching team to improve teaching quality and cultivate financial audit professionals who can meet social needs. By analyzing the problems existing in the current financial audit teaching team, a series of targeted construction strategies are proposed, and the implementation effects of these strategies are explained through specific cases. At the same time, the future development direction of the financial audit teaching team is discussed, providing reference for relevant educators.

Keywords: Financial Audit, Teaching Team, Strategy and Practice.

1. Introduction

Financial auditing, as an important discipline, plays a crucial role in safeguarding economic order and maintaining public interests. With the rapid development of the economy and the increasing demand for financial audit talents in society, cultivating high-quality financial audit professionals has become an important task for accounting majors in universities. As a key influencing factor of teaching quality, the construction level of the teaching team directly affects the quality of talent cultivation. Therefore, exploring how to build an efficient financial audit teaching team has important theoretical and practical significance.

2. The Importance of Financial Audit Teaching Team

2.1. Helps Improve Students' Comprehensive Abilities

2.1.1. Professional Knowledge Transmission

A well structured and highly professional financial auditing teaching team can comprehensively and systematically impart professional knowledge of financial auditing, covering basic auditing theories, auditing methods and techniques, auditing regulations and systems, etc., ensuring that students have a solid professional foundation. The rich practical experience of team members can be conveyed to students through case studies, practical teaching, and other methods, helping them better understand and apply the knowledge they have learned, and enhance their ability to solve practical problems.

2.1.2. Shaping Professional Ethics

An excellent teaching team not only focuses on students' professional knowledge learning, but also pays attention to cultivating their professional qualities, such as professional ethics, dedication, teamwork ability, communication ability, etc. Team members lead by example in daily teaching, exerting a subtle influence on students through words and deeds, laying a solid foundation for students to enter the workplace in the future.

2.1.3. Cultivation of Innovation Ability

In the field of financial auditing, innovative awareness and

ability are crucial. Teaching team members typically possess diverse academic backgrounds and research expertise. They are able to integrate the latest research findings and industry trends into classroom teaching, stimulate students' innovative thinking, cultivate their innovative abilities, and enable students to cope with complex and ever-changing audit environments in their future work.

2.2. Helps to Improve the Quality of Teaching

2.2.1. Curriculum System Construction

The teaching team can jointly build a scientific and reasonable curriculum system based on market demand and professional development trends. Team members will work together to optimize and integrate various parts of the course content, in order to avoid repetition and disconnection, and ensure the integrity and systematicity of the course system. At the same time, team members will update course content in a timely manner based on industry development trends, ensuring the timeliness of teaching content and maintaining close contact with industry practices.

2.2.2. Innovation and Improvement of Teaching Methods

Adopting diverse teaching methods can significantly improve teaching effectiveness. Teaching team members can showcase their strengths and explore teaching strategies that match different teaching content and objects, such as lecture methods, case analysis methods, group discussion methods, simulated audit projects, etc., to meet students' diverse learning needs, stimulate their learning enthusiasm and participation. Team members should regularly exchange teaching experience, share their teaching methods and skills, and jointly promote innovation in teaching methods, thereby improving the overall teaching quality.

2.2.3. Integration of Teaching Resources

The development of financial audit teaching requires the support of rich teaching resources, including textbooks, case libraries, internship bases, and practical teaching software. The teaching team should be committed to integrating various resources, building a comprehensive teaching resource platform, promoting resource sharing, and providing solid support for teaching activities. In addition, team members can utilize various resources to expand cooperation with external institutions, invite industry experts to give lectures or guide practical teaching, in order to further enrich teaching content

and broaden students' horizons.

3. Main Problems of the Financial Audit Teaching Team

3.1. Unreasonable Team Member Structure

3.1.1. Age Structure Imbalance

The financial audit teaching team is facing the problem of an aging age structure and a lack of fresh blood injection, namely the participation of young teachers. Although senior teachers have rich teaching experience, their adaptation speed to emerging teaching concepts and technologies is slow, which may lead to outdated teaching methods that are difficult to meet the needs of modern education. Meanwhile, the low proportion of young teachers can also affect the vitality and innovation ability of the teaching team, which is detrimental to the long-term development of the teaching team.

3.1.2. Single Professional Background

The professional background of the members of the financial audit teaching team is relatively single, mainly focusing on the field of financial audit, lacking cross integration with other related disciplines such as law, management, information technology, etc. This situation may result in the inability to provide students with knowledge and thinking from a multidisciplinary perspective during the teaching process, thereby limiting the cultivation of students' comprehensive qualities.

3.1.3. Uneven Professional Title Structure

If the proportion of highly qualified teachers in the financial audit teaching team is too high or too low, it will have a negative impact on the development of the team. If there are too many teachers with high professional titles, it may lead to increased competition pressure within the team and uneven distribution of resources; On the contrary, if the number of highly qualified teachers is insufficient, it may affect the academic status and recognition of the teaching level of the team, thereby affecting the ability to attract outstanding talents.

3.2. Poor Team Collaboration

3.2.1. Lack of Communication Mechanism

In the financial audit teaching team, there is a lack of efficient communication channels and mechanisms among members, which leads to delayed and inaccurate information transmission. Teachers rarely communicate and discuss topics such as teaching content and methods, and work independently, which affects the collaboration and unity of teaching. Poor communication can also easily lead to misunderstandings and conflicts among team members, hinder the construction of a harmonious atmosphere, and weaken the cohesion of the team.

3.2.2. Lack of Collaborative Awareness

Some teachers lack a strong sense of teamwork and only focus on their individual teaching responsibilities and research achievements, lacking a spirit of teamwork. In tasks such as curriculum construction and teaching innovation, they are unwilling to collaborate with others and sometimes even shirk responsibilities, which affects the overall effectiveness of the teaching team. The lack of mutual support and cooperation among team members makes it difficult to form synergies in the teaching process and fully demonstrate the advantages of the team.

4. Strategies for Building an Efficient Financial Audit Teaching Team

4.1. Optimize Team Member Structure

4.1.1. Build a Balanced Age Structure

Pay attention to the proportion coordination of middle-aged and young teachers, and form an age structure dominated by middle-aged and young teachers and supplemented by old teachers. Young teachers are full of vitality and innovative spirit, able to inject new teaching concepts and technologies into the team; Middle aged teachers are full of energy and have rich experience and achievements in teaching and research, making them the core strength of the team; Old teachers rely on their profound educational experience and academic background to provide valuable guidance and demonstrations for the team. Encourage young teachers to actively take on teaching responsibilities and provide them with experienced guidance teachers to promote their rapid growth through the "mentoring" model. At the same time, provide necessary training and learning opportunities for senior teachers to promote their updating of teaching concepts and knowledge systems.

4.1.2. Diversified Professional Background

Actively recruit teachers from different disciplines, including law, management, information technology, etc., to enhance the professional strength of the financial audit teaching team. These teachers with different professional backgrounds can inject rich materials and unique insights into financial audit teaching from their respective disciplinary perspectives. This not only exposes students to interdisciplinary knowledge and ways of thinking, but also helps cultivate their comprehensive literacy. Encourage team members to actively learn knowledge in relevant fields to broaden their knowledge horizons and promote the integration and penetration of interdisciplinary knowledge. For example, financial audit teachers can master information technology knowledge and offer courses such as computer auditing and information auditing; Law teachers can teach courses related to audit regulations and legal practice to students majoring in financial auditing.

4.1.3. Optimize the Structure of Professional Titles

Reasonably arrange the proportion of teachers with different professional titles according to the development needs of the teaching team. Ensure that there are an appropriate number of senior professional title teachers serving as subject leaders to guide the academic research and teaching innovation of the team; At the same time, ensure that the team of teachers with intermediate and junior professional titles is enriched to undertake heavy teaching tasks and daily operations. Open up promotion channels and development platforms for junior professional title teachers, motivate them to be positive and constantly improve their teaching and research abilities. In addition, establish a fair and transparent evaluation system centered on abilities and achievements to stimulate teachers' motivation for continuous self-improvement.

4.2. Strengthen Team Collaboration

4.2.1. Build an Efficient Communication System

Regularly hold teaching team meetings, including general meetings and course group meetings. The plenary session aims to convey the teaching instructions of the school and discuss important issues of the team; The course group

meeting focuses on teaching issues specific to the course, conducting in-depth discussions and exchanges, such as optimizing teaching content and selecting teaching methods. With the help of modern information technology, establish online communication platforms such as WeChat groups, QQ groups, Study Pass, online collaboration software, etc. Teachers can share their teaching experiences, exchange teaching resources, and discuss teaching difficulties on these platforms at any time, ensuring the real-time transmission and sharing of information. Set up teaching suggestion boxes or email addresses to motivate students to provide feedback and suggestions on the teaching activities of the teaching team. Team members regularly collect and organize student feedback, and make timely improvements and responses to the issues raised in the feedback to enhance teaching quality and student satisfaction.

4.2.2. Enhance Teamwork Spirit

Strengthen team culture construction and create a united, collaborative, and positive work environment. By organizing team building activities, cultural exchange events, etc., we aim to deepen mutual understanding and trust among team members, and cultivate a spirit of teamwork. Establish incentive mechanisms to recognize and reward teachers who excel in teamwork, such as setting up team collaboration awards, teaching contribution awards, etc., to motivate teachers to actively engage in teamwork. Guide teachers to establish correct values and deeply understand the importance of teamwork. Encourage teachers to cooperate in curriculum construction, teaching reform, scientific research projects, etc., share achievements and honors, and cultivate a team spirit of "mutual prosperity and mutual loss".

5. Practice of Building a Financial Audit Teaching Team at A University of Finance and Economics

5.1. Basic Information of the Team

Since its establishment in 1989, the auditing program at A University of Finance and Economics has steadily developed over the years and has become an influential discipline at the university. Since the establishment of the profession, financial auditing has become one of its core courses. The teaching team for this course has a moderate size and reasonable structure, consisting of 17 teachers, including 3 professors, 4 associate professors, and 10 lecturers. The age range of team members varies from 27 to 58 years old, with a high level of education. All members hold a master's degree or above, with 76.47% of them having a doctoral degree. Their professional backgrounds are extensive, covering multiple related fields such as auditing, accounting, financial management, and law.

5.2. Construction Measures and Effectiveness

5.2.1. Optimize Team Member Structure

(1) Optimization of age structure. In recent years, the financial audit teaching team has gradually optimized the age distribution by recruiting young doctoral graduates and selecting outstanding middle-aged and young teachers to serve as core teachers. At present, the proportion of young teachers under the age of 40 has reached 29.41%, injecting vitality and innovation into the team. Under the guidance of senior teachers, young teachers quickly grew into the backbone of teaching and research, and undertook a large

amount of undergraduate teaching work.

(2) In terms of professional background. In order to enhance the professional diversity of team members, the finance team actively attracts talents with interdisciplinary backgrounds such as law and management. For example, inviting legal experts who are proficient in audit regulations to join the financial audit teaching team and offering a course on "Audit Regulations and Case Analysis" to help students deepen their understanding of the application of relevant laws and regulations while learning financial audit knowledge. In addition, team members also spontaneously formed interdisciplinary learning groups to learn knowledge in fields such as information technology and data analysis, in order to enhance their comprehensive literacy.

(3) In terms of professional title structure. The financial audit teaching team focuses on optimizing the professional title structure, forming a professional title echelon with professors as subject leaders, associate professors as teaching backbones, and lecturers as the foundation. The professor played a leading role in the team, leading multiple national and provincial research projects and publishing several high-level academic papers; Associate professors actively undertake teaching reform tasks and explore new teaching models and methods; The lecturer conscientiously completes the teaching tasks, assists in guiding students' difficulties and practical activities.

5.2.2. Strengthen Team Collaboration

(1) In terms of communication mechanism. We have established a regular teaching team meeting system, holding a course group meeting once a month to focus on the teaching details of specific courses, including updating teaching content, selecting cases, etc. At the same time, we have established a course resource sharing platform using online collaboration software. Teachers can upload and download teaching materials, exercises, cases, and other materials on the platform, which greatly facilitates the sharing and communication of teaching resources. In addition, through student evaluations and symposiums, we are able to collect students' opinions and suggestions on teaching work in a timely manner, and provide feedback to teachers, thereby promoting continuous improvement in teaching quality.

(2) In terms of collaboration awareness. By organizing team building activities, trust and understanding among team members have been enhanced. In teaching work, collaboration among team members is closer. For example, in the process of writing course outlines, lesson plans, and speeches, a professor takes the lead and organizes multiple teachers to participate in the collection, organization, and writing of materials. Everyone has clear division of labor, close cooperation, and completed the preparation of course materials with high quality.

5.2.3. Emphasize Teacher Training and Development

(1) In terms of training opportunities. In recent years, members of the financial audit teaching team have actively participated in academic conferences hosted by the Audit Professional Committee of the Chinese Accounting Society and training courses organized by the International Institute of Internal Auditors (IIA). These activities not only expose teachers to the latest research results and practical experience in the field of financial auditing at home and abroad, but also greatly expand their horizons and enhance their teaching abilities. In addition, the college regularly invites financial executives from well-known enterprises and partners from accounting firms to hold lectures and practical training on

campus, ensuring that teachers can timely grasp industry trends and the latest practical operational skills.

(2) In terms of career development planning. The financial audit teaching team has developed detailed career development plans based on each teacher's expertise and growth needs. For teachers who excel in teaching, encourage them to apply for teaching reform projects and create high-quality courses to enhance teaching quality; For teachers with outstanding research abilities, support them in applying for higher-level research projects and publishing highly influential academic papers; For young teachers, emphasis is placed on cultivating their teaching foundation skills and research potential. Under the guidance of career development planning, teachers have a clear understanding of their career direction, and their enthusiasm and initiative have been significantly improved.

5.3. Experience Summary and Inspiration

The construction practice of the financial audit teaching team at A University of Finance and Economics has achieved significant results, and its experience mainly includes the following points:

(1) Reasonable planning is the foundation. Schools and teams should develop scientific and reasonable team building plans based on their own development goals and actual situations, clarify tasks and goals for each stage, and persistently promote them.

(2) Diversified development is key. In terms of optimizing the structure of team members, attention should be paid to the diversified combination of age, professional background, professional titles, etc., fully leveraging the advantages and strengths of different types of teachers, and forming complementary effects.

(3) Teamwork is the core. Establishing effective communication and incentive mechanisms, enhancing team members' collaborative awareness and cohesion, is an important guarantee for improving teaching quality and research level. Only when team members work together and develop together can we achieve the team's goals and personal value.

(4) Training and development are the driving force. Schools should provide teachers with rich training opportunities and development platforms to help them continuously improve their teaching abilities and professional qualities. At the same time, personalized career development plans should be formulated based on the personal characteristics and development needs of teachers, guiding them to achieve their own career development goals.

6. Research Conclusions and Prospects

6.1. Research Conclusion

The construction of a financial audit teaching team is of great significance for cultivating high-quality audit talents. By optimizing the team member structure, strengthening team collaboration, and emphasizing teacher training and development, the overall quality and teaching level of the teaching team can be effectively improved. A reasonable age structure can ensure the vitality and experience inheritance of the team; Diversified professional backgrounds help to expand teaching content and methods; A well-established professional title structure provides clear hierarchical support for team development. Good communication mechanisms and collaborative awareness can promote information sharing

and cooperation among team members; Rich training opportunities and clear career development plans are the driving force for teachers' growth and progress. Practice has proven that the financial audit teaching team constructed through these measures can better adapt to the demand for financial audit talent cultivation in the new era.

6.2. Research Prospects

With the continuous development and rapid progress of the economy and technology, the field of financial auditing is facing more opportunities and challenges. The construction of the financial audit teaching team also needs to keep pace with the times and constantly pursue innovation. Looking ahead, the teaching team is expected to achieve further development in the following areas:

(1) The degree of internationalization continues to increase. With the deepening of economic globalization, audit standards and guidelines are gradually moving towards uniformity. The financial audit teaching team should strengthen international communication and cooperation, introduce advanced teaching concepts and methods from abroad, and cultivate audit professionals with international perspectives and cross-cultural communication abilities.

(2) More closely integrated with the industry. In order to better meet the practical needs of enterprises and society for financial audit talents, the teaching team will further strengthen cooperation with industry institutions such as accounting firms and internal audit departments of enterprises. By establishing internship bases and carrying out industry university research cooperation projects, students can proficiently master financial auditing skills in practice, thereby enhancing their employment competitiveness.

(3) The application of intelligent teaching methods is becoming increasingly widespread. With the application of technologies such as artificial intelligence and big data in the field of education, financial audit teaching will also use these technologies to achieve intelligent transformation. For example, use intelligent teaching systems to provide personalized learning guidance, optimizing teaching content and methods through big data analysis, etc. The financial audit teaching team needs to continuously improve their information technology literacy to adapt to the development trend of intelligent teaching.

(4) The system construction of continuous learning is more perfect. Faced with the continuous changes in the market environment and the urgent need for knowledge updates, members of the financial audit teaching team must establish the concept of lifelong learning. Schools and teams should establish a sound continuous learning system, provide diversified learning channels and resource support for teachers, encourage teachers to constantly update their knowledge structure and improve their teaching abilities. In short, the construction of a financial audit teaching team is a long-term and systematic project that requires joint efforts and continuous promotion from all parties. In the future development, we should constantly summarize experiences and lessons, actively explore innovative construction models and methods, and lay a solid foundation for cultivating more high-quality audit talents.

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