



The Exploration on the Teaching Reform of Economic Management Course in Undergraduate Colleges Based on Employment Orientation

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Abstract: In economic management courses, to carry out relevant course teaching, professional teachers should proceed from the characteristics of the course, design and optimize the teaching, take the basic situation of students as the basis, pay attention to the cultivation and exercise of students' relevant qualities, and strengthen students' professional knowledge and skills. To achieve this, teachers must change the traditional teaching mode in the course teaching, promote teaching reform and innovation. Taking the economic management course of undergraduate colleges as an example, and taking the employment of students as the orientation, this paper introduces the employment status of economic management professionals in undergraduate colleges, analyzes the problems existing in the teaching of economic management course in undergraduate colleges, and explores the teaching reform countermeasures of economic management course in undergraduate colleges based on the employment orientation.

Keywords: Employment orientation; Undergraduate colleges; Economic management courses; The teaching reform

At present, the employment problem of college students is becoming more and more prominent. Although the major of economic management is a popular major with broad employment prospects for students, overall, the employment of students majoring in economic management in undergraduate colleges is not very smooth. Some students also face many difficulties in employment, which to a certain extent reflects the shortage of economic management course teaching in undergraduate colleges. Therefore, it is necessary to do a good job in the course teaching reform as soon as possible and promote the reform and innovation of economic management course teaching.

1. The employment status of economic management professionals in undergraduate colleges

At present, China is facing a critical period of industrial adjustment, and the overall domestic economic growth is slowing down, which is unfavorable to the expansion of the job market. Some regions even see a retrogression in the job market. Economic growth is closely related to China's economic expansion, and economic development is also of great significance to the expansion of employment scale. It is difficult for graduates to choose suitable professional positions for employment after graduation. On the other hand, as our country's college enrollment continues to expand, the number of undergraduates is increasing each year. As a result, there is an imbalance between the demand and the actual supply in the job market. It is quite common for many people to compete for a job. Therefore, for students majoring in economic management, they also face employment pressure.

Considering that the cultivation of students majoring in economic management should be led by the actual economic development, and more high-quality and high-skilled professionals should be cultivated, at present, the actual professional skills and qualities of economic management related talents cultivated by relevant undergraduate

colleges are not high, especially on the adaptability of the post, students majoring in related fields need a long time to adapt themselves to the job, with low work efficiency and limited ability to apply professional knowledge. All these lead to the lack of competitiveness of students majoring in economic management in employment. In the recruitment of talents related to economic management, enterprises hope that students have certain practical experience and can quickly adapt to the job requirements. In fact, in the course of economic management, more emphasis is placed on theoretical teaching, and the practical teaching work carried out by students is seriously insufficient, which leads to the disconnection between students majoring in economic management and market demand, and affects the efficient employment of students majoring in economic management.

In addition, in the course teaching of economic management, teachers pay more attention to theoretical teaching and do not specifically study the use of relevant economic tools, which is difficult to promote the development of students to compound talents. Therefore, students pay more attention to the learning of vocational skills, which also leads to the continuous increase of enterprise employment costs. In general, the employment prospects of students majoring in economic management are not ideal at present, and students are facing great employment pressure.

2. Problems existing in the teaching of economic management courses in undergraduate colleges

2.1 Teaching theory is strong, but practice teaching is relatively inadequate

In terms of the teaching practice of economic management courses in undergraduate colleges, teachers are more likely to carry out theoretical professional courses in the teaching of economic management, but the practical teaching part is relatively insufficient. Teachers spend a lot of class time explaining relevant theories of economic management, economic theory, professional management knowledge, etc. These knowledge contents are of course very important, but they are not the whole content of teaching. Moreover, it is difficult for students to accept the theoretical knowledge of economic management courses in a large quantity. Such single-content course teaching will discourage students' learning enthusiasm and lower learning efficiency. The practical knowledge is also very important for the economic management major, because no matter how much they learn about the theories and knowledge of economic management, they still have to apply them to the teaching practice. The lack of practical teaching also seriously affects the teaching effect.

2.2 Lack practice platform, and practice teaching foundation is not firm

The practical teaching of economic management courses in relevant universities is insufficient, which is also caused by the lack of practical teaching resources of the college itself. The college has limited investment in the basic construction of professional practical teaching, so it is difficult to realize the cultivation of students' practical ability in such course teaching, which is not conducive to the development of students' practical teaching work.

2.3 Teaching countermeasures of economic management courses in undergraduate colleges based on employment orientation

2.3.1 Pay attention to practice teaching, and promote the integration of theory and practice

Based on the consideration of students' smooth employment, undergraduate colleges should reasonably grasp the proportion of theoretical and practical teaching in the course teaching of economic management. They should grasp the specific methods of course reform from five aspects: defining the meaning of course reform, determining the content and method of course reform, formulating the course plan of course reform, implementing the course plan of course reform, and forming and applying the results of course reform. They need to realize that the course reform needs to be guided by "the enterprise talents demand", and by the idea "teaching according to their aptitude". Based on the basic information of the industry and enterprises, such as the job skill requirements and students' knowledge acceptance ability, the teaching content and practical training content are determined, and the reasonable teaching method and teaching organization method are selected to carry out scientific evaluation. The reform of professional course teaching is an issue that every teacher should pay attention to. The course teachers should change the teaching mode, stimulate the students' initiative to learn, so as to improve the teaching effect of the course and cultivate the economic management

talents who can quickly adapt to the job needs and possess rich professional knowledge and skilled professional skills.

2.3.2 Deepen school-enterprise cooperation and build a platform for practical education

In order to make up for the shortage of practical teaching resources for economic management major in undergraduate colleges, relevant undergraduate colleges can actively carry out school-enterprise cooperation with relevant enterprises and build a collaborative education platform, so that students can have more opportunities to practice in the internship positions of enterprises. Students can get in touch with the real economic management positions, get familiar with the relevant working environment, and identify the deficiencies in their own learning, so as to better adapt to the position and enhance the employment competitiveness. In cooperation, enterprises can also choose excellent talents for employment, which can also reduce the cost of human resources recruitment for enterprises.

3. Conclusion

In the course teaching of economic management in undergraduate colleges, they should focus on the employment of students and actively promote the reform of course teaching. At present, there are still some problems in the course teaching of economic management in undergraduate colleges, which need to be further reformed and innovated to highlight the importance of practical teaching and promote the continuous improvement of the course teaching quality.

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