

# Discussion on the Characteristics of Business Management Simulation Teaching and the Change of Teachers' Role

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**Abstract:** In the current teaching of higher vocational colleges, the teaching of business administration often needs to involve practice, and the development of practical teaching is more realized with the help of business management simulation, so the simulation of business management in higher vocational colleges Teaching courses have always been attached great importance. The business management simulation teaching course has strong comprehensive and practical characteristics. Through the good use of students in the business management simulation teaching, it can effectively cultivate students' teamwork and cooperation spirit, so as to promote students to improve in the learning process Learning efficiency, to promote students to understand autonomous learning and cooperative learning. Therefore, according to the transformation between the characteristics of business management simulation teaching and the role of teachers, corresponding discussion and analysis are carried out, so as to promote the development of the construction of simulation experiment teaching in China's colleges and universities.

**Keywords:** Higher vocational colleges; Business management simulation; Experimental teaching; information technology

## 1. Introduction

As far as higher vocational colleges are concerned, the teaching development of the business administration major itself needs to combine theory with practice and carry out targeted teaching based on the characteristics of the discipline. In this process, simulation teaching can better demonstrate the characteristics of business management. In the process of developing simulation teaching, how to effectively display the characteristics of business management simulation teaching, explore the characteristics of business management simulation teaching, and grasp The transformation of the role of teachers themselves based on theoretical teaching is something that teachers of business administration majors in higher vocational colleges need to pay attention to.

## 2. Characteristic analysis of business management simulation teaching

### 2.1 A high degree of integration of theory and practice

Scenario simulation teaching is to develop the corresponding teaching content based on management theory and practice, so as to cultivate application-oriented and practical management talents through the major of business management. The scenario simulation platform is to provide students with a virtual and simulation teaching practice platform. Through the students' personal experience and practice, the theoretical knowledge and practical operation can be combined correspondingly, and the students' practical ability and innovation ability can be cultivated. To improve the learning efficiency of students in the process of practice.

### 2.2 The subjectivity of students in the teaching process

In China's traditional teaching philosophy, teachers are the main body of teaching. Through the "cracking duck" teaching mode that teachers take over, students can learn mechanically. During the whole teaching process, students are in a state of passive learning. Lack of initiative and enthusiasm. In the context of the new curriculum, the use of simulated teaching methods can break the shackles of the traditional teaching mode, allowing students to truly become the masters of classroom learning, and teachers are the guides in classroom teaching, through the interaction between "teaching" and "learning". Penetration allows students to learn independently and cooperatively in the teaching context, so as to improve students' autonomous and cooperative learning ability, broaden students' innovative thinking ability and divergent thinking ability, and promote students' all-round development.

### 2.3 Comprehensiveness of knowledge and ability training

In the process of carrying out simulation teaching, the problems faced in the process of business management are fully displayed, such as the management of overall strategy, financial indicator analysis, marketing and sales, human resource management and other aspects. Can be systematically and fully presented to students in different forms, so as to allow students to make full use of their own knowledge, develop corresponding applications and operations, so as to improve students' knowledge system application ability and communication ability, and improve students' comprehensiveness Ability to promote the all-round development of students.

### 2.4 Guidance of the teaching process

In the process of conducting business management simulation teaching, each participant of teachers and students needs to be able to integrate into the role play, and conduct specific analysis for specific cases, so that students can fully understand the various problems

that exist in the process of business management, In order to increase students' practical ability. In this simulation teaching process, if the teaching activities are to be carried out well, teachers need to fully guide the work and provide corresponding teaching guidance for each link to ensure that each simulation teaching link can be linked together.

### **2.5 High degree of participation of students**

The business management simulation teaching process has certain characteristics of simulation, comprehensiveness, decision-making, initiative, competition, fun, vividness and so on. In this teaching process, it is necessary to fully mobilize the enthusiasm and initiative of students to participate in, so that students can change the object as the main body, and change the passive to active, so that every student can fully participate in the simulation teaching activities.

### **2.6 Creativity of the learning subject**

Business management simulation teaching has the characteristics of extensiveness and openness in the development process, so students are required to actively participate in it. Students in business management simulation teaching activities are fully exposed to the real life of the society, and are aimed at what appears in business management work. Combine the knowledge you have learned to think boldly and divergently, combine theory with practice, and effectively solve the corresponding problems, so as to effectively stimulate students' logical thinking ability and enhance students' creative thinking.

## **3. The role change of teachers in the process of business management simulation teaching**

### **3.1 The role of "leading actor" to "director"**

In carrying out business management simulation teaching, students need to actively participate in the learning process, through the systematic arrangement and application of existing knowledge, so that students can fully become the protagonists of learning in the classroom, instead of teachers acting as the protagonists. In this In the process of simulated teaching, the teacher acts as the behind-the-scenes director, and the teacher effectively guides students to carry out simulated teaching activities by creating relevant teaching situations for students.

### **3.2 Transition from active teaching to passive guidance**

In the process of business simulation teaching, teachers need to break through the shackles of traditional teaching concepts, and no longer provide large-scale teaching for students, but to fully mobilize the enthusiasm and initiative of students to learn, let students learn actively, and teachers need to learn from the classroom. The "teacher" of "Lecturer" has been transformed into a "Guide". Through the guidance of students' teaching activities, students can learn to learn active learning and cooperative learning, and effectively develop students' creative thinking.

## **4. Summary**

To sum up, in the process of carrying out the simulation training of business management major, teachers must break through the shackles of traditional teaching concepts and let students become the masters of classroom learning. Teachers play their guiding role in the classroom teaching process by creating corresponding The teaching situation in this way mobilizes students' enthusiasm and initiative to participate in teaching activities, enables students to simulate practical training through business management, transform theory into practice, better integrate into society, open up thinking, and develop and innovate knowledge systems.

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