



Discussion on the Innovation of Teaching Mode of “Management” in Business Administration Courses

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Abstract: Business administration is one of the core majors in colleges and universities, and “Management” is the core course of majors, which plays an important role in laying the foundation for students’ learning. As one of the basic courses, “Management” has an important effect in students’ later study of other professional courses. Even in the postgraduate entrance exam, “Management” is also one of the required subjects for professional examination. In view of the current teaching situation of “Management” in business administration, there are still some problems and deficiencies. Therefore, it is necessary to study the innovative countermeasures for the teaching of “Management” in business administration courses.

Keywords: Business administration; “Management”; Teaching; Innovation

At present, the demand for professionals in business administration is growing, the traditional curriculum teaching mode. However, under the traditional teaching mode of courses, the adaptability of professional talents cultivated is relatively insufficient, and there is a lack of high-end management talents in the training of professional talents. Therefore, it is necessary to actively explore the reform and innovation path of business administration courses and study the effective countermeasures of curriculum reform and innovation.

1. Main problems existing in the teaching of “Management” in business administration majors

1.1 The teaching of theory in the course is too strong, but the proportion of practice is insufficient

Based on the current teaching situation of “Management” courses in business administration majors, in the specific professional teaching, the proportion of theoretical teaching section is relatively large. As management itself involves a lot of management theories, as well as some knowledge of economics, and some relevant management knowledge, principles and theories have profound contents, teachers need to spend a lot of time explaining. However, the professional practice teaching is relatively insufficient. In the course setting of “Management”, Teachers have an unreasonable proportion between theory and practice and spend a lot of time in theoretical teaching. In this way, the teaching time of the practice part is reduced. Students receive relatively insufficient professional practice teaching, which is not conducive to their integration of professional knowledge and strengthen the integration and application of theoretical and practical knowledge.

1.2 The teaching form is single, and the study efficiency of students to the course is not high

In the current course teaching of “Management”, the teaching form used by the teacher is single. They regularly use the form of class teaching system to carry out teaching according to the related contents of courses. Teachers prepare the contents in advance and explain the knowledge in the class, while the students listen to the lessons, take notes,

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and memorize them after class. Student's status is relatively passive, with not high learning enthusiasm and interest. Therefore, it is difficult to ensure the learning efficiency. In addition, theories and methods related to management courses are in constant development. Teachers' lack of penetration of new management methodology and technology in course teaching is not conducive to keeping the teaching content abreast of the time and promoting the comprehensive quality improvement of students majoring in management.

1.3 Lack practice platforms, and lack professional exercise

At present, in the course teaching of "Management" in business administration in relevant colleges and universities, the practical teaching resources and practical teaching platform that they can provide for professional students are relatively limited. Students lack practical exercise. It is difficult for students to understand and master management theory, and to exercise their ability in the application of skills and knowledge of management. In this case, their mastery of professional knowledge and skills can only be limited to theory and they lack opportunities for practical application. Therefore, it is difficult for them to effectively apply what they have learned to solve problems in their future work. Their job adaptability is not high, and their competitiveness in future job hunting will also be relatively insufficient.

2. Innovation countermeasures for the teaching of "Management" in business administration majors

2.1 Optimize the curriculum design and promote the connection between theory and practice

In view of the deficiency in the teaching of "Management", teachers of specialized courses should realize the importance of combining theory and practice teaching, pay attention to the connection between theory and practice in the course teaching, reasonably set the teaching proportion of theory and practice, and avoid single theory teaching. Although there is no distinction between theory and practice in the curriculum setting of "Management", the specific theoretical and practical teaching arrangements are carried out by the course teachers. Therefore, teachers can divide the proportion of theoretical and practical teaching according to the teaching needs of professional management and the specific management market and position.

2.2 Innovate teaching modes and stimulate learning interest

In order to break through the traditional single teaching mode of "Management", teachers should do a good job in the reform and innovation of teaching modes in the actual teaching process, and pay attention to the stimulation of students' learning interest. In "Management" courses, teachers should try a variety of teaching mode, learn the latest teaching methods, grasp the diversified teaching mode in the course teaching, introduce information-based teaching equipment and software, etc., integrate and utilize teaching resources, make the teaching mode keep pace with the time, enhance students' learning interest in the course, and improve the teaching quality.

2.3 Carry out cooperation between schools and enterprises in professional teaching to promote practical exercise of talents

In the teaching of business administration majors, in order to promote the efficiency of talent cultivation, ensure the continuous improvement of their adaptability and competitiveness, schools must be deepen the practice teaching, and increase the proportion of practice teaching in the teaching of "Management", enabling students to have more opportunities to be exposed in the real management environment, management tasks, etc., and strengthening their understanding and application of the knowledge of "Management" in practice. In the teaching of "Management", schools should innovate the teaching form, deepen the application of school-enterprise cooperative education mode, and combine the practice with professional learning and enterprise internal training, which is the normal practice of the department. It reflects the organization and superiority of the centralized post internship, and is an important measure to implement the "school-enterprise cooperative education".

At present, practical teaching resources are relatively insufficient in the teaching of business administration majors in relevant colleges and universities. The enterprise is a big classroom. Students learn about the actual work position and management environment faced by each major through the follow-up internship from the basic level of the enterprise. They not only use the theoretical knowledge they learned in school to discuss the practices and problems

faced by enterprises, but also understand the hardships faced by grass-roots employees of enterprises through their own experience, so as to get closer to them and deeply feel the importance of management. In this regard, relevant colleges and universities should actively implement the spirit of the relevant documents of the education department, and strive to promote the practice of following posts according to the school's deployment, so as to forge ahead with determination and take the initiative to innovate. The exploration of internship with the post promote the form the new internship mode "student internship, enterprise internal training and professional learning". Through the adjustment and training of follow-up internship, the career mentality and comprehensive quality of students are comprehensively improved, so as to make necessary preparations for students' smooth entry into the workplace. At the same time, the development of school-enterprise cooperation is not only a re-examination of the internal management of enterprises, but also the promotion of grass-roots managers of enterprises. It is of great significance to the educational work of enterprises and universities.

3. Conclusion

At present, in the teaching of business administration majors, there are some prominent problems to be solved, relevant colleges and universities should do a good job in the teaching innovation and reform of "Management", pay attention to the connection between theory and practice, innovate teaching modes and methods, deepen the cooperation between colleges and enterprises, construct platforms for education, and improve the teaching quality according to the teaching needs of courses.

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