

Research on Teaching Reform and Practice of Management Psychology Course Based on BOPPPS Teaching Model

Liang Yu

Xi'an Eurasia University, Xi'an, 710065, Shaanxi, China

Abstract: *This paper discusses how to reform and practice the teaching system of management psychology curriculum by introducing BOPPPS teaching mode under the new situation. The five steps of BOPPPS teaching mode and its application significance in course teaching are introduced in detail. On this basis, the teaching reform of management psychology curriculum based on BOPPPS model is designed, including attracting students' interest, personalized learning objectives and other aspects. Through practical cases, the practical effect of BOPPPS model in teaching and the growth of students are shown. In the evaluation and analysis section, the teaching effect of the traditional model and the BOPPPS model was compared. In the end, the direction of the future education and teaching reform is looked forward to.*

Keywords: *management psychology; teaching reform; BOPPPS teaching mode; learning objectives*

1. Introduction

As an important branch in the field of psychology, management psychology plays an important role in cultivating innovative talents and improving organizational performance. In today's complex and changeable social environment, understanding and applying the principles of management psychology can help individuals better adapt to the organizational environment, give play to their potential and realize the common development of individual and organization. Teaching mode plays a key role in the field of education, which directly affects the students' learning effect and experience. Therefore, it is particularly important to seek an innovative teaching mode that can adapt to the needs of education in the new era. In this context, the BOPPPS teaching model has attracted wide attention. The BOPPPS model, which includes Bridge, Objective, Preparation, Participation, and Summary, makes teaching more vivid and interesting by introducing problem situations, setting learning goals, conducting previews, promoting student participation, and summarizing and summarizing. It stimulates students' autonomous learning and thinking abilities, and is expected to achieve significant results in management psychology courses.^[1]

2. Analysis of the teaching status of management psychology course

Under the new situation, the background of college education is characterized by globalization, digitalization and diversification. With the rapid development of information technology, higher education institutions are facing unprecedented challenges and opportunities. Students' expectations and needs for education have also changed dramatically. They pay more attention to the cultivation of practical application ability, and emphasize the way of independent learning and cooperative learning. Traditional teaching methods gradually fail to meet these diverse needs, and students expect to participate in the process of solving practical problems in the classroom, developing critical thinking and problem-solving skills.^[2]

In the new situation, the management psychology curriculum has a more important position. Management psychology is a discipline that studies the rules of human behavior and its potential psychological mechanisms in organizational management activities. It improves management work through scientific methods, constantly improves work efficiency and management efficiency, and finally achieves organizational goals and individual overall development. In today's highly competitive, rapidly changing business environment, organizations need a high degree of management ability and wisdom, and management psychology is a discipline born to meet this need. Therefore, the management psychology curriculum has a crucial importance in cultivating modern management talents.

However, the traditional teaching model of management psychology curriculum has a series of drawbacks. The traditional model tends to be teacher-led knowledge teaching, ignoring the subject position of students, leading to students' passively to accept knowledge and lack the motivation of active inquiry. The classroom content is single, the lack of connection with the actual situation, it is difficult to stimulate students' interest and learning motivation. Due to individual differences, the traditional model is difficult to meet the learning needs of different students, resulting in the imbalance of students' learning effect.^[3]

Therefore, the general background of college education under the new situation requires the reform of the teaching of management psychology curriculum. Modern students need more flexible and innovative teaching models to meet their diverse needs. In the course of management psychology, highly interactive and practical problem-oriented teaching methods should be introduced to encourage students to participate in the solution of practical problems, and to cultivate their critical thinking and problem-solving ability. At the same time, digital technology and online resources are used to provide more learning resources and opportunities to meet students' independent learning needs.

3. BOPPPS Introduction of the teaching mode

BOPPPS The teaching mode consists of five steps, namely: Bridge (introduction), Objective (target), Preparation (preparation), Participation (participation), and Summary (summary). First, the "introduction" stage stimulates students' curiosity by arousing students' interest and connecting the course content with the actual situation. In the "goal" stage, learning objectives are defined to let students understand the expected results and improve their learning motivation. The "preparation" phase encourages students to prepare for classroom interaction. The "participation" stage emphasizes the active participation of students. Through cooperation, discussion, problem solving and other activities, students can master knowledge in practice. Finally, in the "summary" stage, the classroom content is summarized to consolidate the learning results and improve the learning effect. BOPPPS The theoretical basis of the teaching mode is based on the construction of an active, cooperative and inquiry-based learning environment to promote students' independent learning and deep thinking. This model is consistent with the modern cognitive psychology and educational psychology theory, and emphasizes the positive influence of knowledge connection, practical application and cooperative learning on the learning effect. In the BOPPPS model, students actively construct the knowledge framework by introducing problem situation; clarify learning objectives and improve learning motivation; conduct preview in the preparation stage to prepare for the classroom interaction; deeply understand knowledge through cooperative learning and practical activities in the participation stage; consolidate knowledge in the summary stage and internalize the learning results into their own knowledge system. The advantage of the BOPPPS model is that it can promote students' initiative, enthusiasm and cooperative spirit. By placing students in the problem situation, students' thinking and problem-solving ability is stimulated, and classroom participation is improved.^[4]

4. Teaching design of management psychology course based on the BOPPPS model

4.1 Establish learning objectives and tasks in BOPPPS mode

When applying the BOPPPS teaching model for the teaching design of management psychology curriculum, the primary task is to clarify the learning objectives and tasks, so as to provide students with clear learning direction and expected results. Through the "goal" stage, teachers should clearly and specifically convey the core content of the course and the expected learning results to students. For example, teachers can set learning objectives, requiring students to be able to deeply understand psychological principles at the end of the course, and to have the ability to apply these principles to practical management scenarios to solve real-world problems. The goal can also focus on developing students' analytical skills, allowing them to examine and address different management challenges from a psychological perspective. Through clear learning objectives, students will be more targeted to prepare pre-class knowledge, actively participate in classroom interaction, and improve the learning effect. On the basis of clear learning objectives, teachers also need to design specific learning tasks, so that students can gradually achieve these goals. These tasks can include reading specific textbook chapters, participating in group discussions, analyzing practical cases, conducting field research, etc. By providing students with specific tasks, teachers can guide students to more actively think, explore and apply psychology principles in the curriculum.^[5]

4.2 Stimulate students' learning motivation and provide personalized learning objectives and teaching content

Under the guidance of BOPPPS teaching mode, attracting students' interest and stimulating learning motivation is a crucial part in teaching design. In order to achieve this goal, teachers can adopt a variety of ways in the "introduction" stage to closely link the course content with real life, so as to arouse students' curiosity and interest in learning. One approach is to demonstrate the practical application of psychology in the field of organizational management through practical cases. For example, you can select a management case of a successful enterprise, analyze the management decisions and teamwork, and then elicit the psychological principles involved. Students can feel the importance and practical application value of psychology from practical cases, and stimulate their desire to actively explore and study deeply. Another way is to arouse students' interest in psychological related topics through real stories or news reports. For example, one can introduce the career story of a successful leader, focusing on exploring the psychological skills they apply in team management and decision-making processes. This way of introduction can make students have emotional resonance, more willing to take the initiative in learning.^[6]

In the teaching design of management psychology curriculum, in order to better meet the diverse needs of students, personalized learning objectives and teaching content can be provided in the "preparation" stage of the "BOPPPS" teaching mode, so as to stimulate students' interest and initiative in learning. Through questionnaires, group discussions, or individual communication, teachers can learn about students' career aspirations, learning interests, and expected goals. The information collected through these channels can better grasp the individual needs of each student. For example, some students may be interested in interpersonal relationship management, while others may focus more on employee motivation issues. Based on this information, teachers can tailor learning tasks, select relevant cases, and provide learning materials for each student. In the course, providing students with personalized learning content can be achieved in different ways. Teachers can select different cases or practical problems for in-depth discussion according to different students' interests and needs. For example, for students interested in cross-cultural management, relevant cases can be selected for analysis to develop their coping ability in cross-cultural teams. For students interested in conflict resolution and communication skills, relevant cases and discussions can be provided to help them better understand the application of psychology in these areas.^[7]

5. Teaching practice of management psychology curriculum based on BOPPPS

5.1 Steps and methods of implementing BOPPPS teaching mode

In the teaching practice of management psychology curriculum, adopting the BOPPPS teaching model has been proved to be an efficient method, which can effectively stimulate students' initiative, participation and deep thinking. The implementation steps and methods of this teaching mode are clear and guiding, so that teachers can better guide students to actively participate in learning in the classroom. Teachers make full preparation in the early stage of the course to ensure that the course objectives are clear, cases and discussion topics are carefully selected, and learning tasks are designed reasonably. Subsequently, teachers carry out teaching in class according to the five steps of BOPPPS mode: in the introduction stage, teachers use practical cases, fascinating stories or problem situations to closely link the course content with students' life and practical application, so as to arouse students' interest and curiosity and stimulate their desire to learn. In the stage of clear learning objectives, teachers convey the core concept of this lesson, the expected learning results and the ability to cultivate, so that students can clearly know the focus and objectives of the course and prepare for the study. During the preparation phase, students prepare for classroom discussions and activities by preview course materials and completing relevant tasks. This helps students to have a deeper understanding of the course content and create the foundation for classroom interaction. In the participation stage, the teachers guide the students to actively participate in the classroom interaction. Through group discussion, case analysis, question solving and other ways, the students can use the principles of psychology to deeply discuss the problems and jointly build a knowledge system. Finally, in the summary stage, teachers will review and summarize the classroom content, emphasize the important points, and encourage students to internalize the knowledge they have learned and connect it with the actual situation, so as to consolidate the learning results. The steps and methods of this teaching mode can not only help teachers to organize the classroom in an orderly way, but also stimulate students' enthusiasm for learning, and promote them to further understand and apply what they have learned.

5.2 Specific cases

In the management psychology course based on the BOPPPS teaching model, a specific case can more vividly show the students' performance and growth in the classroom. In a class, the teacher chose a practical management challenge case involving the impact of emotional intelligence on leadership, thus stimulating the strong interest of the students. In this case, the teacher introduced a real corporate situation describing the challenges facing a team leader. The leader of this team did not able to effectively deal with the emotions among members when handling team conflicts, resulting in decreased team morale and reduced productivity. In the "introduction" stage, the teacher describes the situation and causes the students to think about the importance of emotional intelligence in the leadership situation. In the "goal" phase, the teacher defines the learning goal: understanding how emotional intelligence affects leadership and proposing solutions. This enables students to know what aspects of knowledge they need to focus on and actively pursue this goal in the classroom. During the "preparation" phase, students preview theories related to emotional intelligence and leadership, preparing to understand how these concepts are applied in practical cases. This provides the basis for their discussion in the classroom. During the "participation" phase, students discussed in groups how to address the emotional challenges facing the team leader. Students actively participated and shared their own insights and solutions. Some students suggested that by developing emotional intelligence, leaders can better cope with team emotional problems. Other students emphasized improving the teamwork atmosphere through effective communication and positive feedback. These discussions demonstrate the students' deep understanding and application of psychological principles. During the summary phase, the teacher encourages students to summarize and discuss key ideas and solutions and share their new thoughts. Students emphasized the importance of emotional intelligence in leadership and proposed strategies for practical application. This summary not only deepens the students' understanding of the course content, but also shows their depth of thinking and creativity in the classroom.

This case demonstrates the role of the BOPPPS model in stimulating students' active learning and participation, as well as the growth of students in thinking and applied psychology principles. Through this specific case, the students' positive performance and growth in the classroom can be highlighted. They use psychological knowledge in practical situations, and exercise their teamwork and analysis skills through discussion and cooperation. This case further validates the effectiveness of the BOPPPS model in management psychology courses and how it develops students' comprehensive abilities.

6. Evaluation and analysis of the teaching effect

In the management psychology curriculum based on BOPPPS teaching mode, it is essential to comprehensively evaluate the teaching effect. To this end, a series of evaluation indicators were developed to evaluate the teaching effect from many aspects. The evaluation indicators cover students' knowledge mastery, participation, practical application ability and classroom atmosphere. Students' knowledge understanding and application ability were assessed through after-class tests and homework to test whether they meet the expected learning goals. Observe students' activity in class discussions, group activities and other sessions to measure their engagement. Comparing the differences between the BOPPPS teaching mode and the traditional teaching mode, the teaching effect can be better evaluated. In the traditional mode, teachers lead teaching, students mainly accept knowledge passively; in the BOPPPS mode, students participate more actively and the classroom is more interactive and cooperative. By comparing the test results and practical application ability, it is found that in BOPPPS mode, students have more comprehensive and in-depth knowledge, and can better combine theory with practical problems. At the same time, students' participation also increased significantly improved, showing higher motivation and interest in learning. Student feedback is an important basis for improving teaching. By collecting students' opinions and suggestions, the teaching design can be better optimized to meet the needs of students. In the BOPPPS teaching model, students are generally more willing to share their views for their more involvement and expression in the classroom. Teachers can take this opportunity to listen to the students' evaluation of the course content, teaching methods and the classroom atmosphere, so as to make targeted improvements. Student feedback can help teachers to better adjust their teaching strategies and make the curriculum closer to the actual needs of students.

7. Conclusion

Under the new situation, the teaching reform of management psychology curriculum based on

BOPPPS teaching mode has shown a positive effect. Through the introduction of BOPPPS mode, the course teaching effect has been effectively improved, and teachers and students have significantly improved their role change, classroom atmosphere, learning motivation and other aspects. BOPPPS The mode emphasizes more on examining students' active participation, deep thinking and practical application ability, which promotes the development of students' knowledge mastery, critical thinking and teamwork ability. Compared with the traditional model, the BOPPPS model is better in improving the learning effect and stimulating students' interest. In the future, its flexibility is still important, and it needs to be appropriately adjusted according to the specific course content and student characteristics. This reform experience is not only useful for the management psychology curriculum, but also for the teaching innovation in other disciplines.

References

- [1] Chen Hua.(2018). *Study on English Classroom Teaching Design in Higher Vocational Education based on BOPPPS Teaching Mode. Journal of Hainan University (Social Science edition), (4), 113-118.*
- [2] Deng Jianguo, Li Haoming.(2019). *Research on the innovation of university ideological and political theory course based on BOPPPS teaching mode. Theoretical research, (12), 7-9.*
- [3] Guo Yan, Zhong Chuli.(2020). *BOPPPS Application study of teaching mode in higher education. Modernization of education, (16), 51-52.*
- [4] Li Ronghua.(2021). *Research on BOPPPS teaching mode in modern distance education. Modern educational technology, 31 (6), 84-87.*
- [5] Liang Yong, Chen Yu, Liang Qian.(2018). *BOPPPS Research on the application of teaching mode in college English listening teaching. Foreign language teaching, (6), 91-96.*
- [6] Wang Guohua, Zhang Jie.(2019). *Research on the Teaching Design of Higher Vocational Computer Education Course Based on BOPPPS Teaching Mode. Modernization of education, (16), 38-40.*
- [7] Zhang Qiuping.(2020). *Research on the teaching practice of high school chemistry classroom based on BOPPPS teaching mode. Chemical Fertilizer Guide, (6), 92-94.*