

Research on the Application of Situational Teaching Method in the Teaching of Management Course

Chen Peilin *

China University of Labor Relations, Beijing 100028, China

*Corresponding Author

ABSTRACT. Management course is a discipline that attaches great importance to practice. In management teaching, teachers should not only pursue students' theoretical achievements, but also integrate students' practical and innovative abilities into the process of teaching and training. Therefore, teachers of management should effectively combine situational teaching method, fully mobilize students' learning enthusiasm, and let students actively participate in the exploration and learning of management, thus greatly improving the efficiency of classroom teaching of management. This paper analyses the application of situational teaching method in management teaching in order to improve students' comprehensive quality and promote all-round development.

KEYWORDS: Management course; Situational teaching method; Application; Innovation

1. Introduction

In the context of quality education, situational teaching method has been popular among teachers and students. Situational teaching method is to help students understand and explore knowledge in virtual situations by setting up appropriate situations for students, and then using group discussions and independent discussions. Situational teaching method has changed the form of taking teachers as the main part in traditional teaching, giving full play to the initiative of students. This method enables students to become the main part of classroom teaching, thus developing students' potential, improving students' practical and creative abilities, and cultivating professional and innovative talents for China's modernization.

2. Enriching the Forms of Classroom Performance with the help of Internet Technology

In the traditional teaching of management, many teachers use the way of explaining knowledge directly. Management involves many contents, covers a wide

range, and some knowledge points are relatively boring. If teachers do not reform and update the teaching method, students will lose interest in learning management courses. As the saying goes, "Interest is the best teacher." No matter what course you study, if the students have a strong interest in it, the students' learning efficiency will be greatly improved. The application of situational teaching method in management teaching can enrich the teaching content and quickly attract students' attention. For example, through a variety of scenarios to enhance students' interest in learning and improve the efficiency of classroom teaching. Under the "Internet + education" mode, teachers should use the Internet to translate difficult theoretical knowledge into video or animation forms. Creating a relaxed and pleasant teaching environment for students can enable students to quickly participate in the teaching process. The rigid classroom form has also been transformed, greatly improving the efficiency of teaching.

3. Use the form of group learning to arouse students' enthusiasm

The application of situational teaching method in management course should also effectively combine the form of group learning, which can mobilize students' enthusiasm and improve students' sense of teamwork and practical ability. Firstly, teachers should divide students into different study groups according to their actual learning ability, and then assign different research topics to students. For example, take "the management of an enterprise" as a research topic, and then let students play different management strata in the enterprise, teachers guide students to discuss and analyze the management of the enterprise, and finally put forward appropriate business management programs. In this role play, teachers should actively encourage students to play their strengths, cooperate with team members to complete the role deduction, and make a good summary of the topic. This process not only mobilizes students' enthusiasm for learning, but also allows students to participate in the actual teaching practice, in-depth understanding of theoretical knowledge. In addition, it greatly improves the students' sense of teamwork and promotes students' independent thinking and exploration. It should be noted that the form of group cooperative learning requires teachers to divide groups reasonably according to the actual learning ability of students. Generally, a small number of students with strong and weak learning ability are in the class, most of them are middle-level students. Therefore, when dividing a group, one student with strong learning ability and two students with intermediate learning ability should lead a student with weak learning ability, so as to ensure mutual promotion and improve.

4. Establishing a Reasonable Teaching Evaluation System

At present, many management teachers regard students' theoretical achievement as the only teaching evaluation standard. Under the background of quality education, management teachers should pay more attention to students' practical ability. On the basis of theoretical knowledge, students are encouraged to practice actively and innovate bravely so as to occupy an advantage in the fierce social competition. The

application of situational teaching method also requires teachers to formulate a reasonable teaching evaluation system, which integrates students' practical ability in situational learning and team cooperation ability into the evaluation system, and refines the evaluation criteria. At the same time, teachers should combine the form of self-evaluation and mutual evaluation, so that students can timely find the shortcomings in learning, and make up for the shortages. Especially in the situational teaching method of group learning, the form of mutual evaluation and self-evaluation is more suitable. Through the summary of group classroom production and the observation of other group topics, students find the advantages and disadvantages, and strengthen self-reflection, thus greatly improving the teaching efficiency of management. In addition, a reasonable evaluation system can help teachers adjust their teaching plans according to students' actual situation in time when applying situational teaching method. In situational teaching method, a good teacher-student relationship has been established with students, and the interaction between teachers and students has been strengthened, which is more conducive to the growth and development of students.

5. Final words

In the context of quality-oriented education, situational teaching method has been widely used and loved by teachers and students. Situational teaching method has changed the rigid teaching mode in traditional classroom teaching. With the help of group cooperative learning and Internet technology, the classroom forms are more abundant. Secondly, situational teaching method has changed the teacher-led teaching system, giving full play to the initiative and enthusiasm of students. With the help of situational deduction and role-playing, students can display the real management scenarios, and improve their practical and innovative abilities. In addition, teachers need to set up more reasonable teaching evaluation system in situational teaching method. Based on the theoretical knowledge of curriculum, students' practical ability, innovative ability and teamwork ability are integrated into the evaluation criteria to guide students to build up their self-confidence in learning.

References

- [1] Xing Panzhou, Liu Xiuzhen (2016). Practical Exploration of Situational Teaching Method in the Teaching of Public Security Management Course. *Journal of Jiangsu Police Institute*, vol.31, no.3, pp.102-105.
- [2] Wu Meng (2018). The Application of Situational Teaching Method in the Teaching of Management Course. *China Journal of Multimedia & Network Teaching*, no.5, pp.78-79.