

Exploration on the Teaching Method Reform of Economic Management Courses in Colleges and Universities

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Abstract: *With the continuous promotion of the educational reform policy in recent years, many higher vocational colleges with vocational education as the core goal have achieved considerable development and improvement in the overall teaching quality, and the professional talents they cultivate have gradually been accepted by more fields and industries in the society. The fundamental reason lies in the fundamental change of talent training objectives. Based on this, the course teaching of economic management specialty has been impacted. It is of great significance to carry out the reform of teaching methods in time to improve the teaching quality of economic management disciplines in colleges and universities, so as to improve students' professional ability and knowledge skills.*

Keywords: *University Economic Management; Teaching Methods; Reform*

1. Introduction

With talent training as the core purpose, the new education reform is the most important two links for the optimization of teaching content and the innovation of teaching methods. At the same time, it has always been a difficult point in the industry. Restricted by the traditional teaching mode, students' creative thinking and ability are difficult to be maximized and expanded under the original teaching content and methods. Over time, it shows a trend of separation from the direction of talent demand in modern society.

2. The importance of carrying out the teaching method reform of economic management courses in colleges and universities

For most of the existing colleges and universities in China, the singleness of teaching methods is a relatively sustainable state. The traditional education concept emphasizes that teachers are the main body of the classroom, the dominant power is controlled by teachers, and the discourse power is more inclined to teachers, while the mode that students only need to listen to knowledge attentively will still be the core idea of the teaching system of economic management courses. It is not difficult to see that the teaching place is rigidly defined in the concept of classroom, and teachers only need to uphold the role of their own teaching carrier. The purpose of teaching is to ensure the completion of the indoctrination of students in the field of knowledge, and the final means to test the quality of teaching is a variety of cultural examination methods to verify whether students have formed their own knowledge system. However, with the vigorous promotion of the current social modernization process, the original market for theoretical talents has shown a state of oversupply. Correspondingly, the focus of the social level on students' talent selection has changed, and the proportion of students' own innovation ability and practical experience is increasing, which requires the education industry and practitioners to adjust their strategies in time. [1]We should actively seek breakthroughs in the field of teaching models and methods, and vigorously promote educational reform in the context of the new era. However, in the process of actual implementation, due to the constraints of various conditions, the effect of the overall reform has not reached a satisfactory level, and the "theme" in the education system and system has not yet completely got rid of the influence of traditional education. This phenomenon is particularly obvious in the economic management teaching activities in colleges and universities, which fundamentally curbs the benign growth of current innovative teaching ideas and methods. The course teaching of innovative thinking ability cannot develop stably and continuously. Therefore, only by striving to reform the educational methods is the best answer to improve the quality of college economic management courses, which is also an inevitable trend.

3. The current situation of the teaching of economic management courses in colleges and universities

3.1. Knowledge update is slow, and there is repetition in the curriculum

The core word of the development of the 21st century is "fast". Accordingly, in order to improve the quality of educational activities, we should provide the latest and fastest information sources to enable students to complete the necessary accumulation of professional knowledge and skills at the moment of rapid development. However, the actual situation is that the curriculum content of most economic management majors still revolves around the earlier theoretical views, and cannot jump out of the old framework. The latest progress in academia and theory has not been presented to students. [2] This makes students disconnected from the social process from the level of knowledge they receive. Some practitioners even follow the version of many years ago from textbooks to teaching plans. Under such conditions, it is naturally difficult for students trained to adapt to the requirements of society and the times.

In addition, various branches of management courses, such as business administration, human resource management, enterprise management, etc., actually have more overlapping knowledge points at many levels. This reflects the lagging problem of curriculum optimization and integration. The lack of pertinence leads to repeated teaching of the same content, which is not conducive to students' thorough understanding of knowledge points. On the one hand, students' professional knowledge accumulation depth is insufficient, and on the other hand, it is easy to produce boredom among students, gradually losing interest in the exploration and research of subject knowledge.

3.2. The classroom is lack of interaction and communication, and students lack learning initiative

From the long-term experience of teaching activities, it is not difficult to know that the "preaching" mode under the traditional teaching concept has blocked the positive communication between students and teachers to a great extent. However, students in the efficient stage have a strong desire to communicate with teachers on an equal footing because of their age growth and maturity of personal concepts. However, in the long-term solidified teaching mode, students' right to express their personal thoughts is gradually being deprived. Over time, student groups have evolved into a group of passive theoretical knowledge receptors, their desire to seek communication has gradually weakened, and their corresponding learning enthusiasm has also been hit, thereby weakening students' ability to find, raise, analyze and solve problems. The most intuitive manifestation is that students have no practical ability, let alone the flexible use of professional knowledge[3].

3.3. Teachers' teaching means are single

In the past, it is often similar to observing whether teachers can judge the level of teachers' personal ability by relying on the completion of teaching with a textbook, a mouth and a piece of chalk, but the level of teachers' personal ability is not directly related to the quality of teaching and the achievement of teaching goals. We should know that the significance of classroom is to let students better absorb knowledge, rather than as a "show" for teachers to show their personal abilities. Students under such teaching plates often have no desire to listen carefully, and the quality of listening is greatly reduced, so there is no way to talk about innovation. Therefore, not paying attention to the cultivation and expansion of students' personal ability is also a major reason for the disconnection between students' theoretical knowledge and practical ability.

4. Reform measures to promote the teaching methods of economic management courses in colleges and universities

4.1. Improving teachers' professional quality

Colleges and universities can organically combine their own educational systems and policies to provide teachers with some regular and high-quality learning opportunities, or formulate training plans to guide teachers to actively participate in various management meetings to enrich and strengthen themselves. On the one hand, with more platforms, teachers can expand their interpersonal relationships and exchange educational experience with more practitioners; On the other hand, it enriches its professionalism, completes the collection of high-quality teaching materials, and completes the

explanation of the course from personal experience and experience, which is much more interesting than rigid book knowledge. It can not only make students interested in understanding, but also improve the internal image of teachers among students, set an example, and form benign feedback between the two sides.

4.2. Returning the "dominant power" to students and respect their dominant position

The so-called "teaching" is a closed, two-way interactive process formed by the interaction of the two verbs "teaching" and "learning". Teaching is a two-way interactive process of "teaching" and "learning", which essentially emphasizes that students' learning occupies the same position as teachers' teaching in the whole teaching activities, and even the effect of "learning" is the premise that ultimately determines the quality of "teaching". [4]Therefore, by improving the status and dominance of students, teachers play a more guiding and enlightening role in the process of education, allowing students to independently carry out a series of processes of seeking knowledge, questioning and seeking answers of professional knowledge, and their subjective initiative has been maximized. For example, in the course involving some examples of economic management, teachers can arrange students to carry out group discussion, followed by the teaching form of group reporting the results of the discussion. In this way, students not only actively think in teaching activities, but also complete the expression of personal ideas.

4.3. Arranging teaching links reasonably according to the actual characteristics and needs of students

"Teaching students in accordance with their aptitude" has always been an important principle respected by the education industry, which requires teachers to adopt a variety of teaching methods or integrate them according to the actual characteristics and needs of students. We should appropriately adjust the teaching objectives, select the teaching content that is of practical significance to students' development, to implement the teaching targeted, compile a systematic and scientific teaching plan, and reasonably arrange the teaching progress.

4.4. Appropriate application of some modern educational technology means to support teaching

While the educational reform is vigorously promoted, all kinds of high and new technologies such as information technology and multimedia technology have gradually become indispensable auxiliary means in the education industry. Therefore, teachers need to conform to the development of the times, properly rely on the power of modern educational technology in the teaching process to realize the optimization of teaching means, and realize the transformation from abstract theoretical knowledge to concrete graphic image through the support of new technology, so as to make the teaching process easy and pleasant and increase students' interest in learning. This also requires teachers to strengthen themselves and master various teaching software flexibly. The application and production of media functions will make common progress with students.

4.5. Strengthen the construction of school-enterprise cooperation

Shaping good students' basic professional skills and personal quality is the educational goal that we must focus on in the current stage of education. However, universities can realize the sharing of resources by cooperating with various types of local enterprises, so that the different advantages between schools and enterprises can learn from each other, so as to make up for the lack of experience of both sides in cultivating students or employees, and complete mutual benefit. Therefore, this requires all universities to actively open their doors, establish friendly contacts with local enterprises or public institutions, and build a strong united front. Good and clear between colleges and enterprises in the process of joint responsibilities and tasks, namely colleges are mainly responsible for giving students the most basic professional knowledge training and the daily management of personal life, and enterprises and institutions should be to the majority of management students provide stable internship research places, used to accumulate their own practical experience. In this way, both ensure the students in school learning personal basic quality of high quality, and for the students to practice difficult pressure, let students can more input into the state of learning, more assured to participate in the practical work ability to exercise, in the long run, the comprehensive development of students, comprehensive also come naturally. In school, I can master the "excellent student" head, and enter the society as soon as possible to adapt to the working environment, based on the job, and contribute their own value to the enterprise and the society.

4.6. Seek the reform of teaching methods and models

4.6.1. Implement case teaching

Before college teachers carry out the teaching tasks of management courses, You can directly ask students for some social phenomena or practical cases about the content to learn, Let the students start with specific examples, Focusing on its targeted academic discussion and analysis, Finally, the teacher will evaluate or summarize the results of the students' discussion, In this way, The core of the whole teaching knowledge is slowly excavated by the students from the shallow and deep step by step, Its understanding degree is much higher than the traditional teaching mode of teachers' "hard irrigation" of knowledge points, And the learning atmosphere of the whole classroom is very relaxed and active, Students' interest and concentration will always remain at a high level when talking about it, Ensuring the basic teaching effect, Students' personal thinking and expression skills can also be displayed. Therefore, through the case teaching way can effectively lead students to learn how to analyze problems, and effectively find ways to solve problems, and strengthen students' enthusiasm and initiative in learning.

4.6.2. Scenario simulation teaching

Scenario simulation teaching method can be used to achieve a better teaching quality. First of all, through the situation simulation can create a relatively real learning atmosphere for students, under the overall environment rendering, students are more likely to enter the state of learning, and it is easier for students to mobilize personal feelings, completed in the practical experience of the combination of theoretical knowledge and practical experience, makes the students' comprehensive ability. Secondly, under the condition of scenario simulation, the original knowledge points are no longer limited to the relatively rigid, abstract and logical textbook content, but to turn the abstract into concrete, to restore the logical theory in reality, and it is easier for students to understand and absorb the knowledge points. Therefore, to pave the quality of good scenario simulation, teachers need to prepare in advance, collect video video material about management knowledge, for subsequent for learning atmosphere, lead students into the real working situation and atmosphere to feel the practice process may face the unknown and complexity.

5. Conclusion

In a word, the reform of teaching contents and methods essentially determines the success of the teaching reform of economic management majors, and it is also an important factor affecting the improvement of teachers' teaching effect and students' comprehensive ability. At present, the reform of economic management courses is still in its infancy, and it needs the coordination and cooperation of all aspects. Therefore, we should optimize and improve various teaching management systems and escort the exploration of teaching methods in order to better complete the teaching task of cultivating economic management talents in the new era.

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