

Teaching Innovation and Exploration on Synopsis of Western Administrative Theory

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ABSTRACT. *The improvement of classroom teaching effect has always been a focus of the whole society, and its effect is crucial to the cultivation of students' ability and quality. In order to enhance the teaching effect and cultivate qualified talents meeting the needs of the society, the innovation of the traditional classroom teaching mode is imperative. This paper takes the Western administrative theory as an example to analyze the problems of the traditional classroom teaching mode, suggesting some innovations and explorations in the course teaching.*

KEYWORDS: *Synopsis of western administrative theory, Classroom teaching, Reform and exploration*

1. Introduction

The synopsis of western administrative theory is a basic course for administration major, and the textbook is the Synopsis of Western Administrative Theory written by Professor Ding Huang. This course mainly covers the administrative thoughts of the representatives in different periods of nearly a century and a half since the emergence of administration, which requires students to master the administrative theories, basic concepts and core viewpoints of the scholars in different periods of the development of administrative science, therefore, students can consolidate their own administrative theories and train them to link theory with practice through study, analytical, comparative, and critical thinking.

The course has the characteristics as follows: it covers a wide range of contents and is comprehensive; it covers a time span of nearly one and a half centuries, and has selected 30 representatives whose knowledge system involves many subjects such as management, sociology, economics, public policy, administrative law, political science and so on. It is highly theoretical and complicated, moreover, different scholars have different knowledge systems and involve different subject scopes; the western characteristics are distinctive; the selected scholars come from western countries, and their theoretical propositions and views are rooted in their own reality, it has its unique political system, historical culture and social ideological background.

2. Problems Existed in the Course Teaching

2.1 Emphasis on the Teaching of Historical Materials, Ignoring the Moral Education.

In December 2016, General Secretary Xi Jinping delivered an important speech at the National Conference on Ideological and Political Work in Colleges and Universities, proposing that "Ideological and political work in colleges and universities relates to the fundamental question of what kind of people colleges and universities cultivate, how and for whom." Therefore, the ideological and political work of higher education in China has been put on a new agenda. It is a difficult problem for educators how to lead the value in classroom teaching and combine professional teaching with curriculum moral education. [1] In the course of learning this course, it is easy to produce an administration theory by scholars, ignoring moral education and values throughout the learning process.

2.2 Emphasize Systemicness, Neglecting Application

This course is mainly about the views and theories of different schools and representatives in different stages of the development process of administration with a long time span, large space, and miscellaneous and complex content. Due to this, in the teaching process, the choice of content emphasizes the sexuality and comprehensiveness of the comprehensive knowledge. Teachers and students pursue the theory one-sidedly and talk about it in a general way, cannot carry out a deeper research. In many cases, they stay at the introduction of

the content, ignoring the connection with Chinese reality and deviating from the true meaning of studying this course.

2.3 Emphasis on Theory Rather Than Practice

Administrative management is a subject which combines theory and practice. From the perspective of the content system and knowledge structure covered in this textbook, In general, the course has a large amount of information and a long time span, thus, students have insufficient interest in active learning, and most of them passively accept classroom indoctrination. It is precisely because of the nature of the course that most undergraduate professional teaching characterizes this course as theoretical teaching, and the teaching of the course also emphasizes theoretical analysis and less practical verification. Teachers often deduce and reason from the ready-made concepts and principles. They do not pay enough attention to the induction, analysis and synthesis of complex phenomena, and lack of practical links. Modern teaching methods and techniques are not enough to arouse students' interest in learning.

2.4 Faculty's Practical Ability is Relatively Weak

The administrative management major is a relatively practical major. As a professional course teacher, he should have strong practical experience and working experience in enterprises and institutions to adapt to the requirements of the professional course. But now the teachers of professional courses in colleges and universities are generally from school to school, from theory to theory, lacking the cycle from theory to practice, and then practice to theory. The ability to master theory is generally strong, but teachers with practical experience are relatively lacking, especially with overseas educational backgrounds.

2.5 Single Assessment Method

Same as other theoretical courses, this course has a single and fixed assessment method and mostly adopts mid-term and end-of-term closed-book exams, which lacks flexible and diverse assessment methods. As a result, students only pay attention to the on cramming before exams, which is not helpful for the improvement of usual learning enthusiasm. .

3. Reform and Exploration of Course Teaching

In response to the above problems, the author combined with the actual situation of students, made some reforms and explorations, and achieved some results

3.1 Further Adjust the Course Content System

The structure of the content knowledge system of this course is sorted according to the age of the selected scholars, taking the time as a clue. The advantage is that it is relatively clear and conforms to the law of the development of things, and the problem is the content will be more scattered, lacking of convergence. In addition, it can also be arranged according to the emergence and development of schools, such as Tan Gongrong's Western administrative thoughts and schools. The content can also be arranged according to different disciplinary orientations, combined with the curriculum setting and class hours (48 hours in total) of our school's administrative management major, 30 scholars were selected and selected to have a significant impact on the development of administration 20 scholars, and in-depth excavation and exploration of their administrative thoughts, so that students have a deeper and more comprehensive understanding of the scholars' administrative thoughts, and the rest are for students to learn by themselves.

3.2 Integrating Moral Education into the Course Teaching Process

The content of this course is quite western distinctive. In the learning process, it should be "combination of absorptive understanding and critical reflection" [2]. On one hand, through studying and borrowing Western administrative theory, objectively and rationally study Western administrative theory, systematization, scientization, and modernization, understanding the roots, background, and spiritual essence of Western administrative thoughts, and correspondingly integrating Chinese reality. On the other hand, introspection is

necessary. After all, Western administrative theory originates from the social system of western countries and has obvious brand imprints from other countries. Therefore, we must learn to critically reflect, argue, develop, revise, and even subvert to construct the system in accordance with Chinese reality, and promote the integration and interaction of Chinese and Western administrative theories. This process is not only the inculcation of historical materials, but also the process of fostering beliefs, ideals and values, so as to establish our institutional confidence, cultural confidence and patriotic awareness;

3.3 Enrich Classroom Teaching

3.3.1 Duck-Filling Teaching Methods, Mobilize Students' Enthusiasm for Learning, and Reform to a Teacher Vs. Student Cooperation, the Students as the Main Body, and Teachers to Supplement.

Group discussion. First of all, clarify the theme. Arrange 5 to 6 students as a group, divide the 45 students in the class into 8 to 9 groups, use the time after class to discuss, then make a statement in the class, and then discuss with the rest of the students. The discussion produces sparks to achieve the effect of stimulating and inspiring each other.

Role exchange. It is to exchange the roles of ordinary teachers and classmates, let students go to the podium to speak, and the teacher acts as a student. In this session, students are mainly divided into groups. Each group is responsible for one chapter. Each student is responsible for a part of the content. The rich resources of the network are used to organize the content related to the design. Then each student takes turns to explain in the classroom. Then, answer the questions and answers to the questions of the teacher and classmates, and then the teacher will elaborate on the supplement, Hence, the students' ability to collect and organize materials and language expression skills can be exercised.

Debate. According to the encyclopedia, debate, which refers to each other using certain reasons to explain their views on things or problems, exposing each other's contradictions, so as to get a common understanding and opinions at the end; debate aims to cultivate people's thinking ability. Choose appropriate topics according to the content of the study, such as the important Waldo-Simon battle in the history of administrative sciences, one side represents Waldo, one side pretends to represent Simon, conducts the debate, through the statements and debates of both sides, the students will recognize their respective propositions, understand the causes of disputes, and have a better grasp of the development of administrative theory.

Essay writing. Theories of many scholars in the course are aimed at some common phenomena in public organizations, such as Peter's principle and Perkins' law. These phenomena also exist in public organizations in China. How to better overcome and solve them can allow students to combine reality to complete small essays inspired by scholars' theories, which not only encourages students to better understand the theory, but also improves students' writing ability.

3.3.2 Make Full Use of Modern Information Technology to Enrich Teaching Methods.

With the development of information technology, modern teaching methods have emerged, such as MOOC, distance teaching, we-chat-teaching, flipped classroom, etc. Selective use of these methods according to different content can enable students to use mobile phone to record simple we-chat lessons, they can take small videos, at the same time build a course learning and communication platform, We-chat group, qq group, ding talk, etc., to arrange, hand in, and review assignments, and also upload videos, counseling, answering, communication, etc., so that students can participate in it and enhance the enthusiasm of learning this course.

4. To improve the faculty, and the ability to serve students.

On one hand, professional teachers should strengthen the theoretical study by themselves, using the school's policies to actively strive for opportunities to visit other universities for further study, and then further improve their own level by obtaining a Ph.D.; on the other hand, to use his expertise to exercise at the grass-roots unit to accumulate practical experience. Besides, is to hire experienced leaders and experts from enterprises and institutions as consultants to guide students' practical activities.

5. Reform Curriculum Assessment Methods.

The traditional exam is mainly a combination of usual time attendance, mid-term exam and final exam, which is combined as the score of this course, which is easy to cause students to be inactive and usually

Cramming at the end of the exam.

In order to further enhance the enthusiasm of students in learning this course, the assessment link is integrated into the usual course learning process, and the proportion of ordinary assessment is increased from the original 20% to 40-60%, which encourages students to pay attention to ordinary learning. The assessments mainly include attendance, student lectures, group discussion results, small paper writing results and group competitive assessment (Take the group as a unit and choose one of the students as the representative. His score is the common score of the group members. Take two pairs of duels and compete in turn until the last one. The scores of different rankings are different. Encourage competition between the groups, which is similar to the rules of the “One Stop to the End” of Jiangsu TV and the “Chinese Good Poetry” program of Hebei TV.)

References

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