

Existence of Problems and Solution Strategies for Reforms in Teaching Human Resource Management in Higher Education Institutions

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Abstract: Human resource management is a compulsory course in higher education institutions. This course plays a significant role in cultivating students' application abilities and comprehensive qualities through practical teaching, and it is also a result of the changing demand for talents in society. Carrying out teaching reforms in human resource management in higher education institutions can not only enhance the professional knowledge and practical skills of students majoring in human resource management but also improve the quality of talent cultivation in higher education institutions. Therefore, it is essential to emphasize innovation and optimize teaching methods in order to cultivate high-quality and high-level human resource management professionals in higher education institutions. This paper starts from the current situation of teaching human resource management and identifies the existing problems in teaching human resource management in higher education institutions. Corresponding solution strategies are proposed, aiming to provide references for the reform of teaching human resource management in higher education institutions.

Keywords: higher education institutions, human resource management, teaching reform, strategies

1. Introduction

With the continuous development of the social economy, there is an increasing demand for talent in Chinese enterprises. Higher education institutions, as the cradle of talent cultivation, need to keep up with social demands and change traditional teaching methods and content. However, there are many problems in the teaching process of human resource management courses in higher education institutions in China. For example, students lack enthusiasm for learning, lack self-directed learning abilities, the curriculum content is not well designed, and there is a lack of practical skills. These issues affect the quality of talent cultivation in the field of human resource management in higher education institutions, which in turn hinders the development of our society and economy.

In order to promote the reform of teaching human resource management courses in higher education institutions and improve the quality of talent cultivation, the following issues should be addressed. Firstly, how to stimulate students' interest in learning and improve their enthusiasm and self-directed learning abilities. Secondly, how to optimize the curriculum content to make it more practical and provide comprehensive knowledge and skills development. Thirdly, how to strengthen practical teaching, provide opportunities for students to connect with real work scenarios, and cultivate their practical skills and problem-solving abilities.

In addressing these issues, higher education institutions can learn from advanced teaching experiences in human resource management both domestically and internationally. Innovative teaching methods and approaches can be employed, with a focus on cultivating students' practical skills. It is also important to enhance the faculty team and establish close cooperation with enterprises to improve the teaching quality of human resource management programs. Through these efforts, human resource management professionals with practical skills and innovative thinking could be nurtured, which makes positive contributions to the development of our society and economy^[1].

2. Current Status of Teaching Reforms in Human Resource Management Courses in Higher Education Institutions

The teaching reforms in human resource management courses in higher education institutions aim to adapt to the requirements of social and economic development and changes in talent demands, and to

enhance the comprehensive qualities and practical abilities of students majoring in human resource management.

Updating and optimizing teaching content. The content of human resource management courses in higher education institutions is constantly being updated and optimized to adapt to the rapidly changing social and economic environment and the needs of enterprises. Teachers focus on the latest theories and practices in human resource management and incorporate them into the curriculum, such as organizational behavior, labor law, compensation management, performance appraisal, etc., to ensure that the knowledge students acquire is timely and practical.

Diversification of teaching methods. Traditional teaching methods are no longer sufficient to meet the needs of modern human resource management education. Higher education teachers are exploring and applying diverse teaching methods, such as case-based teaching, teamwork, simulation exercises, role-playing, etc., to stimulate students' interest in learning and cultivate their problem-solving and teamwork abilities.

Emphasis on practical teaching. Human resource management courses in higher education institutions are increasingly focusing on practical teaching components. Students participate in internships, practical training, field visits, and other activities, engage with real-world business environments, and consolidate and apply their learned knowledge through practice, thereby improving their practical operational abilities^[2].

Faculty development. The teaching reforms in human resource management courses in higher education institutions also emphasize faculty development. Higher education institutions should pay attention to recruiting professional teachers with rich practical experience and teaching experience, providing teaching training and development opportunities to improve the teaching level and abilities of the faculty.

Teaching assessment and feedback mechanisms. The reforms in human resource management courses in higher education institutions also require the establishment of sound teaching assessment and feedback mechanisms. Through student evaluations, teacher assessments, and industry expert reviews, the teaching effectiveness is evaluated and feedback is provided, enabling timely identification of problems and deficiencies, and making improvements and optimizations.

The reforms in human resource management courses in higher education institutions are moving towards updating teaching content, diversifying teaching methods, strengthening practical teaching, enhancing faculty development, and improving teaching assessment mechanisms. These reforms aim to enhance the comprehensive qualities and practical abilities of students majoring in human resource management, in order to meet the needs of social development.

3. Issues in Teaching of Human Resource Management Courses in Higher Education Institutions

In the teaching of human resource management courses in higher education institutions, there are several issues and challenges that need to be addressed and improved. The following are the main problems currently existing:

Inaccurate positioning of talent development goals in human resource management programs. Many higher education institutions focus excessively on the imparting of theoretical knowledge in the talent development of human resource management programs, while neglecting the cultivation of practical skills. Traditional teaching models emphasize one-way knowledge transmission by teachers and lack innovative teaching content and methods that integrate theory with practice. This results in students struggling to apply their learned knowledge to practical work, lacking practical skills and innovative thinking. To change this situation, higher education institutions need to prioritize the cultivation of students' practical and applied abilities and explore innovative teaching methods and practical teaching models^[3].

Issues with assessment methods. In human resource management courses in higher education institutions, student learning outcomes are typically evaluated through assessments. However, there are currently some problems, such as assessment results not aligning with the actual teaching situation and unclear evaluation criteria. Some teachers rely solely on traditional written exams to assess students, lacking specific assessment standards and grading guidelines. Improving assessment methods by introducing diversified evaluation approaches such as project-based practices, case analyses, and teamwork can provide a more comprehensive assessment of students' abilities and overall qualities.

Disconnection between teaching content and industry demands. Given the changes and developments in the field of human resource management, teaching content needs to be closely aligned with industry demands. However, the teaching content in some higher education institutions lags behind industry developments and fails to meet the practical requirements of the current human resource management field. To address this issue, higher education institutions can establish collaboration mechanisms with businesses, regularly update teaching content, invite industry professionals to participate in teaching, offer practical courses and internship programs, and expose students to real work scenarios and issues, thereby enhancing their practical skills and adaptability.

Relatively weak faculty strength: In the teaching of human resource management in higher education institutions, there is a shortage of qualified faculty members. Many institutions lack highly skilled and qualified professional teachers, and those involved in teaching human resource management are often staff members with relevant backgrounds but without specialized expertise and practical experience in the field. To enhance faculty strength, higher education institutions can actively recruit human resource management professionals with rich practical experience and teaching experience, as well as provide training and development opportunities to improve the teaching and practical abilities of existing faculty members^[4].

In conclusion, reforms are needed in the teaching of human resource management courses in higher education institutions, including accurate positioning of talent development goals, improvements in assessment methods, alignment of teaching content with industry demands, and enhancement of faculty strength. Through these reforms, the quality of human resource management education and the cultivation of practical skills can be improved.

4. Strategies to Address the Existing Issues

To address these issues, it is necessary to analyze the current situation of teaching in human resource management courses in universities and propose corresponding solutions. First, university human resource management professors need to understand the changing demand for human resource management professionals in society. Second, universities should pay attention to innovation and optimization of the teaching content in human resource management. In the era of information technology, the demand for talent in society has changed, and human resource management is no exception. However, there are still some issues in the learning process of students majoring in human resource management in Chinese higher education institutions, such as the lack of emphasis on key theoretical learning, dull teaching content, lack of practical experience in practical teaching activities, and low student engagement. The development of university faculty needs to be strengthened. Therefore, in order to improve the quality of talent cultivation in the field of human resource management in Chinese higher education institutions, reforms and innovations are needed in teaching content, teaching methods, and faculty development^[5].

4.1 Teaching content

Currently, the teaching content of human resource management courses in Chinese universities is still primarily focused on theoretical knowledge, which does not facilitate the cultivation of students' practical abilities. To improve this situation, university professors in human resource management should combine theoretical knowledge with practical operations, enabling students to truly grasp the relevant knowledge of human resource management. To update the teaching content, the following measures can be taken:

Integrating real-life cases into the teaching content is an effective approach to enhance the learning experience of students in Human Resource Management courses. By incorporating and discussing actual cases from the field of human resource management, students can gain a deeper understanding of theoretical concepts and principles, while also developing their problem-solving abilities. The use of real-life cases helps students develop critical thinking skills. They are presented with complex situations that require them to analyze and evaluate different factors, consider alternative solutions, and make informed decisions. Through this process, students learn to think critically, assess the potential outcomes of different actions, and propose well-reasoned solutions to human resource challenges.

Strengthen practical operations. Introduce practical activities into teaching, allowing students to actively participate in and practice various human resource management tasks. For example, organize students to participate in simulated recruitment, performance evaluation, and compensation design

activities, enabling them to understand and apply relevant knowledge through practical experience.

Inviting industry experts as guest lecturers brings a practical and current perspective to the classroom. Their real-life cases and experiences provide students with valuable insights into the complexities of human resource management. Additionally, industry experts can help students stay updated on the latest trends and developments, ensuring they are well-prepared for the ever-evolving field of human resource management.

Collaborating with companies to offer internship opportunities is a valuable initiative that allows students to bridge the gap between academic learning and practical application. Through internships, students can gain firsthand experience in a real business environment, honing their skills and aligning themselves with actual work practices in the field of human resource management. This hands-on experience not only enhances their understanding and application of theoretical knowledge but also prepares them for their future careers in human resource management.

Enhance interdisciplinary integration. Human resource management involves knowledge from multiple disciplines such as psychology, sociology, and law. University professors in human resource management can collaborate with teachers from other disciplines to integrate relevant knowledge into the human resource management curriculum, providing a more comprehensive teaching content.

By implementing these measures, university professors in human resource management can update the teaching content, integrate theory with practice, and cultivate students' practical abilities and problem-solving skills. Such teaching content will be more aligned with actual demands, effectively enhancing students' overall qualities and professional capabilities, and laying a solid foundation for their future career development.

4.2 Teaching mode

In the teaching process of human resource management majors in higher education institutions, it is important to choose and apply appropriate teaching methods. Currently, in China, traditional teaching methods are primarily used in human resource management courses in universities, which do not align with the changing demands of society for talent. To change this situation, teachers can integrate modern teaching methods such as flipped classrooms, massive open online courses (MOOCs), and micro-learning into the classroom, thereby transforming the traditional teaching mode.

Teachers can utilize the flipped classroom approach, which combines classroom teaching with post-class learning. By assigning pre-reading materials and instructional videos, students can engage in more discussions and problem-solving in the classroom, enhancing their active learning and thinking abilities.

MOOCs can be introduced into human resource management courses, making full use of information technology and internet resources, allowing students to learn relevant knowledge anytime and anywhere. Teachers can create online courses on MOOC platforms, providing abundant learning materials and opportunities for interactive communication, stimulating students' interest and engagement in learning.

Micro-learning is a concise teaching format that can be delivered through short videos, mini-lectures, and other forms. Teachers can create micro-courses that cover important concepts and case studies in human resource management, enabling students to learn in fragmented time and improving learning efficiency.

Teachers should also emphasize the application of information technology. In the era of information technology, many companies have started to adopt an "Internet+" mindset in their management practices, integrating management workflows and methods into the internet. Therefore, in the theoretical learning of human resource management courses, teachers should effectively utilize modern technological tools to assist student learning. For example, teachers can use platforms like WeChat and QQ to send company information and assignments to students, engage in interactive communication using online collaboration tools, publish case studies for student learning, share human resource management knowledge and learning materials on online platforms, and conduct flipped classroom activities.

Changing the teaching mode is an important measure to improve the quality of teaching in human resource management majors in higher education institutions. Teachers can integrate modern teaching methods to foster students' active learning abilities, thinking skills, and practical capabilities, adapting

to the changing demands of society for talent.

4.3 Faculty development

The development of faculty in higher education institutions is crucial to the quality of teaching in human resource management programs. It is essential to enhance the teaching and practical capabilities of the faculty.

Universities should prioritize teacher training and professional development. Regularly organizing teaching training courses can improve teachers' application of teaching methods and strategies. These training sessions can cover topics such as teaching theory, instructional design, and case-based teaching, helping teachers continuously enhance their teaching skills.

Establishing mechanisms for collaboration with businesses can facilitate interaction and exchange between teachers and the practical work environment. Teachers can visit companies to understand the actual processes and challenges of human resource management work, integrating this practical experience into classroom teaching to make it more relevant. Additionally, universities can invite industry professionals to deliver lectures or provide practical guidance, strengthening the link between theory and practice.

Universities should encourage teachers to actively participate in academic research and practical projects to enhance their practical skills and research capabilities. Teachers can proactively engage in research projects in the field of human resource management, gaining in-depth knowledge of industry trends and cutting-edge theories and applying the latest research findings to their teaching. Through participation in practical projects, teachers can collaborate with companies to solve real-world problems and improve their own practical capabilities.

Universities can also encourage teachers to participate in academic conferences, seminars, and training programs to increase their academic influence and update their professional knowledge. By engaging in exchanges and learning from peers, teachers can acquire more teaching and research ideas, continuously improving their professional competence and teaching abilities.

The development of faculty in human resource management programs at higher education institutions requires a focus on teacher training and the enhancement of practical capabilities, strengthening collaboration with businesses, and encouraging active participation in academic research and practical projects. Only through these efforts can we cultivate human resource management professionals with excellent teaching and practical skills.

5. Conclusion

In the teaching of human resource management in higher education institutions, it is important to emphasize the cultivation of students' practical abilities and overall qualities. It is necessary to innovate and optimize the teaching models in human resource management, in order to comprehensively enhance the professional ethics, skills, and capabilities of students majoring in human resource management. This will ensure the delivery of high-quality and highly skilled human resource management professionals to society. In summary, the reform of human resource management education in higher education institutions is not only an inevitable trend in the development of teaching work but also a response to the changing demands of society for human resource management professionals. Therefore, higher education institutions should attach importance to the reform of human resource management curriculum and teaching, innovate and optimize the teaching models in human resource management, and continuously improve the quality of talent cultivation.

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