

# On Development Strategy of Autonomous Exploration Classroom Teaching Mode of Management Course in China's Military Universities

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**Keywords:** Autonomous exploration classroom teaching mode, Management course, Military universities.

**Abstract.** As a professional background course generally offered in military universities, the management course is based on the cultivation of students' innovative spirit and their actual management skills. The classroom teaching mode of the management course is very important to the mastery of the students' management theory and the cultivation of management ability. At present, there are many problems in the teaching of the management course in the military universities, such as the problems of the change of the teaching ideas, the amount of class hours not meeting the teaching needs, the characteristics of military management being not obvious and the single teaching methods needed to be solved. The autonomous exploration classroom teaching mode of the management course is a strategy to solve these problems. Based on combining the characteristics of the management course and the classroom teaching in military universities, and under the guidance of the teaching mode theory, the constructivism theory, the humanism learning theory and the mixed learning theory, this mode intends to design the teaching strategies with students' self-learning as the center, comprehensively use the teaching methods, the case teaching methods, the discussion of teaching methods, the simulation teaching methods and other teaching methods, combine the students' self-learning and teacher's teaching and guidance, guide the students to explore their own learning and promote the all-round development of themselves. the scientific application of this teaching mode will certainly benefit the students' theoretical learning and practice of management. However, the benefit of this teaching model still needs to be tested in the teaching practice of the management course.

## 1. Introduction

Any collective action of human beings can not be separated from management. Scientific and effective management is an important way to achieve organizational goals and accomplish organizational tasks. It can be said that the degree of collectivization of military activities is higher than all other human fields, and also the modern high-tech military activities. With the deepening and breakthrough of the new military reforms caused by high-tech equipment, the traditional experience-based management has become more and more unsuited to modern knowledge-based military activities. The organization and command ability of modern military managers is rooted in scientific military management.

Management science is the basic principles, methods and techniques that any department, unit and individual engaged in management activities must master. Therefore, as a professional background course, the principle of management is widely offered in military universities. The soul of the course is to train the students' innovation spirit and the basis is to train their practical management skills. And the task is to help them master the management thought and theory, to gain the key competencies such as the abilities of planning and decision-making, organizational and personnel skills, leadership and communication skills, control and evaluation skills, to become grass-roots and middle-level position managers with comprehensive management skills, excellent professional quality, good humanistic training and high professional ethics.

At present, there are no relevant monographs on the classroom teaching mode of the management course, both inside and outside the army. In addition, more than a hundred papers on the teaching model of the management course can be searched outside the army and more than ten kinds of representative teaching models proposed in these papers are “Student-centered teaching model” [1], “Experiential teaching mode” [2], “Autonomous and interactive teaching model” [3] and so on. The achievements of the specialized research of the classroom teaching mode of the management course have not been found inside the army. However, some scholars put forward the teaching method of “heuristic and practical teaching as the main body” when studying the teaching of the management course. The insight of the above achievements provides valuable experience for the scientific construction of the classroom teaching model of the management course in the military universities. In particular, the teaching models of “student-centered”, “experiential” and “autonomous interactive” have important inspirational significance. However, the following problems prevail from these achievements: Firstly, the proposed teaching models generally lack theoretical guidance, which seriously weakens the scientific nature of these models; Secondly, without being tested, part of the teaching models is questionable; Last, being put forward in the process of the management course teaching in local colleges and universities, whether fit with the management course teaching in the military universities, these teaching models remain to be tested.

To meet the needs of the management course teaching in military universities, fully absorb the excellent achievements of the above-mentioned research, based on combining the characteristics of the management course and the classroom teaching in military universities, and under the guidance of the teaching mode theory, the constructivism theory, the humanism learning theory and the mixed learning theory, this paper intends to design the teaching strategies with students’ self-learning as the center, comprehensively use the teaching methods, the case teaching methods, the discussion of teaching methods, the simulation teaching methods and other teaching methods, combine the students’ self-learning and teacher’s teaching and guidance, guide the students to explore their own learning and promote the all-round development of themselves.

## **2. Problems to be solved in classroom teaching of management course in military universities**

In the traditional classroom teaching of the management course, the teaching of the teacher is dominant, and a certain case is inserted to help the students understand the basic knowledge of management. The students passively accept the systematic knowledge and theory indoctrinated by the teachers in the process of learning. And the textbook is the only source for the students to learn the theories and knowledge. This traditional but typical teacher-centered, classroom-centered and teaching material-centered teaching mode is very harmful to the students to give full play to their initiative, initiative and creativity. It is not conducive to the training of the innovative talents. In the classroom teaching of management course in the military universities, such as the problems of the change of the teaching ideas, the amount of class hours not meeting the teaching needs, the characteristics of military management being not obvious and the single teaching methods need to be solved.

### **2.1 Problem of change of the teaching ideas**

The traditional management course teaching concept takes the teacher, the classroom and the teaching materials as the center. But our classroom teaching mode tries to change this concept and to establish a new teaching model with the students as the center, letting them to explore and learn independently, and the basic knowledge of management to meet the needs of the future, so as to change the transfer of knowledge into the cultivation of abilities.

### **2.2 Problem of amount of class hours not meeting the teaching needs**

In the local universities, the management course is a general elective one with the class range from 50 to 80 hours. While as a result of the great influence of military and political class hours in military universities, the class range of the management course as a professional class is only 40 to 50 hours. In such a short period of time, it is difficult for the traditional teaching mode to systematically explain

the broad knowledge system of the management course. Based on the self-study of the students, our mode tries to cultivate the students' independent exploration and learning ability when the teachers impart the basic knowledge of management and help the students gain the ability to study by themselves.

### **2.3 Problem of characteristics of military management being not obvious**

It is the general requirement of classroom teaching to let students grasp the basic principles of management. However, to improve the pertinence and practicability of teaching, the characteristics of military management must be highlighted and try our best to connect with the reality of military management and the reality of the management of the army must be connected with as close as possible. At present, the teaching of the management course in the military universities is lack of teaching materials and empirical cases that can reflect the characteristics of military management and meet the needs of high-tech officers. So, our mode tries to quote more examples of military management in class. At the same time, students can use the basic theory of management to think about the practical problems of military management, and use management theory to put forward countermeasures.

### **2.4 Problem of single teaching methods**

The traditional classroom teaching mode of the management course mainly adopts the combination of the teaching and case method. The teaching method is relatively single in this mode and not conducive to the cultivation of the students' independent exploration ability. Based on the students self-study as the center to design the teaching strategy, organize the learning activities and guide the students to explore themselves, our mode comprehensively applies teaching methods such as the case teaching method, the research teaching method, the problem teaching method, the discussion teaching method, the experiential simulation teaching method and so on.

## **3. Theoretical basis of development strategy of autonomous exploration classroom teaching mode**

### **3.1 Theory of teaching mode**

The teaching mode refers to a certain structure form of the teaching process formed by the use of certain teaching strategies and methods under the guidance of certain educational ideas, concepts and teaching theories, which is the concrete embodiment of the interaction and connection of the four elements of the teaching system (teachers, students, teaching materials and media). The teaching mode must have the stable structure form of the teaching activity process in a certain environment, and has the characteristics of science and maneuverability. Under the guidance of the theory of constructivism, the theory of value orientation based on the development of the students, the theory of humanism learning and the theory of mixed learning, our mode comprehensively applies the case teaching method, the research teaching method, the problem teaching method, the discussion teaching method, the experiential simulation teaching method to build a management course classroom teaching mode that guides the students to explore independently.

### **3.2 Theory of constructivism**

The theory of constructivism emphasizes the role of social culture and history in the process of human development, in particular the prominent role of the group activities and social communication in the development of the human advanced psychological function. The constructivism teaching view emphasizes the initiative and the situation of learning, and emphasizes the cooperation and communication of the learners in the learning activities. The view holds that the world exists objectively but the understanding and meaning of the world are determined by everyone himself. Learning is the process of constructing knowledge by the students themselves which can not be replaced by others. The construction of learning process consists of two aspects: on the one hand, it is the construction of the meaning of new information and on the other hand, it includes the

transformation and reorganization of the original experience. The independent exploration classroom teaching mode established in our mode emphasizes the student-centered, the initiative and situational nature of the students' learning, and the cooperation and communication in the students' learning activities.

### **3.3 Theory of humanistic learning**

According to the theory of humanistic learning, learning is the full development of personal potential, personality development, self-development and a meaningful psychological process. The essence of learning lies in meaningful learning which not only for understanding the learning of memory but also to an autonomous and self-conscious learning made by the learners. It requires learners to choose their own learning materials and arrange their own learning situations to a considerable extent. Being a spontaneous, conscious learning and from the tendency of self-realization, this kind of learning is characterized by individual active participation and input. Through the guidance of classroom teaching, our mode stimulates the students to study independently, consciously and explore independently, so as to give full play to the individual potential of the students.

### **3.4 Theory of mixed learning**

The theory of mixed learning refers to the organic combination of various learning methods under the condition of information technology, that is, the optimization and utilization of the advantages of learning methods in traditional education and today's digital or networked learning. During the teaching process, this theory emphasizes that we should not only give full play to the role of the teachers in guiding, enlightening and monitoring, but also give full play to the initiative, enthusiasm and creativity of the students as the learning subjects. Its essence is to emphasize the organic unity of the leading role of teachers in teaching activities and the subject position of students in the process of learning. Our mode is to combine the information-based teaching method with the teaching of the teachers in class, take the student as the main body and the teacher as the lead, give full play to the enthusiasm of the students and the teachers, train the learning spirit of the students' organization, and make the students carry out effective learning.

## **4. The arrangement of management course teaching content in military universities under the autonomous exploration classroom teaching mode**

The teaching goal of the management course is to improve the students' management leadership literacy, cultivate their ability to analyze management problems and solve management problems, and promote the all-round development of their management quality. In order to achieve this goal, we should select the content of the teaching. After careful screening, we divide the teaching content into two parts: the general theory and the management functions. In order to make the students have the most basic understanding of this course, the general part mainly introduces the concept, attribute, manager, management object and environment, management mechanism and method, management basic function, organizational culture and so on. Through the study of this part, the students can systematically grasp the past, present and future of the management course, to better understand the problems and tasks of the contemporary management, and to lay a theoretical foundation for their future study and practice. The part of management functions focus on the basic concepts, principles and concrete methods of planning, organization, leadership and control to significantly improve the students' four abilities: the planning and decision-making ability, the organization and personnel ability, the incentive and communication ability and their control and assessment ability. The above two parts form the whole of an organic connection, the basic knowledge of management and management thought are the basis of learning, and the four functions are the core of learning. The basic knowledge and thought of management are the basis of learning, and the four functions are the core.

In our model, we plan to optimize the teaching content and strengthen the military characteristics and here is the specific way: to form a teaching content system with complete system, clear theme, distinct characteristics and keeping pace with the times, a practical and effective theoretical system

combining management theory with the characteristics of military management is explored; the teaching contents should be renewed and perfected, the requirements of military reform in the new period should be laid stress on to strengthen the military characteristics; and solving the dislocation of post demand and talent training, the dislocation of unit demand and students' demand should also be focused on; the latest achievements of management theory research in recent years should be absorbed into the teaching content, so that the students can understand the research trends of the management theory; the successful experience of the military service management practice should be absorbed in the teaching content, so that the students can think positively about the actual problems of the army management.

## **5. Teaching methods of management course in military universities under the autonomous exploration classroom teaching mode**

The teaching method is the key and entry point of the curriculum teaching reform. In our model, we should actively try to reform various teaching methods according to the characteristics of the military academies and the characteristics of the curriculum, change the teaching method of "teaching type" to "participating" teaching method, and set up the teaching thought of taking teaching as the guide and learning as the main factor to cultivate the students' practical ability.

### **5.1 Two prominent factors in process of Teaching**

Two prominent factors in the process of teaching should be persisted in. Firstly, the case-based teaching method and interactive teaching method are used in our mode to create management scenarios so that the students can make simulated decisions like actual managers. The multi-channel access teaching methods are explored to construct the mechanism and atmosphere to encourage the students to learn independently. The students can actively, independently and creatively use a number of channels to acquire knowledge. Secondly, the position of students as the main body of learning should be highlighted. According to the characteristics of the military universities and the management course, our mode adheres to the teaching concept of "cadet-centered", combines with the characteristics of the post to stimulate the students' internal learning needs and motivation. And the teachers play the roles of "mentor", "mentor" and "assistant" in process of teaching, pay attention to the balance between theoretical learning and humanistic education and the acquisition of knowledge going hand in hand with psychological forging.

### **5.2 Comprehensive application of various teaching methods**

In order to arouse the students' interest in learning, the teaching method should be unrestrained. Therefore, the teaching process of our model adheres to the comprehensive application of a variety of teaching methods. (1) The method of case analysis. The cases selected in this course are typical and have room for the students' discussion and research. When carrying out the case analysis, we can not only adopt the decentralized way of independent analysis by the students, and then complete the written homework, but also adopt the centralized form of group discussion, and then the whole class discussion in class. When the teacher summarizes the case analysis, he should not draw a conclusion on the results or arguments, but generalize, expand and sublimate the students' analysis. (2) The method of task teaching. In our model, all the students are organized into different "task groups", and the teachers leave management issues to the "task group" for discussion. And after panel discussion, the panel members sent speakers to the podium to express their views and views. This teaching method can greatly increase the opportunity for everyone to speak, train the courage of the students, and improve the quality of their speeches. The students' comprehensive ability and professional literacy, such as expression, understanding and analysis, are also expected to be significantly improved. (3) The method of role-playing. In this method, some cases or practical problems of military management to be solved are given, in which the cadets play the role (can take turns), and put themselves in place to analyze and solve the problems they face. From the point of view of the role played by the students, they use what they have learned to analyze and make decisions independently in order to improve the students' practical decision-making skills and lay a good practical foundation

for the military grass-roots logistics management after entering the post. (4) The method of management discussion. After completing the teaching content of a unit, the teacher organizes a “management seminar”. The theme of the seminar is to discuss the hot and difficult problems in the practice of military logistics management according to the knowledge of the units learned. At the management seminar, the teachers and students are the learning communities, and everyone shares their understanding of the problem equally and excavates the imagination of their peers. This method is beneficial to excavate the tacit knowledge of each student to the maximum extent and realize the teaching interaction truly. (5) The method of contact with practical. The teacher carries out classroom discussions and arranges extracurricular homework in connection with the actual modernization of the army. The topics of homework include the advantages and disadvantages of communication between soldiers and society, similarities and differences between military control and social and economic control, image evaluation of the soldiers in the new era among the public, and so on.

## 6. Summary

As a professional background course set up in the military universities, the management course is of great significance to improve the students’ management leadership, to tamp the theoretical foundation of the students’ army management and to train the students’ ability to analyze and solve the problem of force management. So the kind of classroom teaching mode is very important to the mastery of the students’ management theory and the cultivation of management ability. As a new construction model and based on the guidance of modern education and teaching theory, the autonomous exploration class-room teaching mode intends to design the teaching strategies with students’ self-learning as the center, comprehensively use the teaching methods, the case teaching methods, the discussion of teaching methods, the simulation teaching methods and other teaching methods, combine the students’ self-learning and teacher’s teaching and guidance, guide the students to explore their own learning and promote the all-round development of themselves. We hope the scientific application of this teaching mode will certainly benefit the students’ theoretical learning and practice of management. However, the benefit of this teaching model still needs to be tested in the teaching practice of the management course.

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