

Research on Development of Practical Teaching of Management Science in Military Universities

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ABSTRACT

As a professional background course for all cadets in the military universities, the management science is required to highlight practical teaching technology in its professional nature. At present, there are many problems in the management science teaching in the military universities, such as the difficulty of the integrate theory teaching and the practical teaching, the content of the practical teaching being divorced from the reality of the military management, the shortage of the time and the difficulty of guarantee, and the form being single. In the future, the development path of the management practice teaching technology in the military universities is to promote the organic integration of the theory teaching and the practice teaching, arrange the practical teaching content according to the actual military management, make good use of the practical teaching time and enrich the form of the practice teaching technology to improve its quality.

Keywords: Military university, Management science, Practical teaching

1. INTRODUCTION

As everyone knows, talent is the key to a strong country and a strong army, and education is the foundation. Since the 18th National Congress of the CPC, President Xi Jinping made a series of important decisions on how to improve the military education and put forward the policy of the military education in the new era which is to uphold the Party's absolute leadership over the armed forces, serve to strengthen and revitalize the armed forces, cultivate the soldiers with moral integrity, educate them for war, and train a new type of high-quality and specialized military personnel with both moral and professional abilities. The guideline of the military education in the new era provides scientific guidance and fundamental compliance for opening up a new situation of the college education and the personnel training. The military universities shoulder the important task of cultivating the high quality and professional new military talents with both political integrity and professional ability. The teaching is the central work of the universities, and the teaching process is the main channel to accomplish this important task. And the practical teaching is the key to cultivate the students' innovation, post and comprehensive practice ability. To

teach the basic theory, the classroom teaching is the main position of the talent training. So it is a long-term and arduous task for the teachers in the universities to infiltrate the practical learning into the classroom theoretical teaching, constantly explore ways and methods of the classroom education, and deeply study the reform and innovation of the classroom teaching.

To carry out scientific and effective rational management activities, the management science is a basic principle, method and skill that every department, unit and individual must master. With the deepening and breakthrough of the new military revolution caused by the high-tech equipment, the traditional experience-based management has been increasingly unsuitable for the modern knowledge-based military activities. The modern military managers' organization and command ability is rooted in the scientific military management [1]. Therefore, the military universities offer the management science as a public and professional background course for all students. This course aims to cultivate the students' innovative spirit as the soul, and cultivate their management practice ability as the fundamental so that they can master the two basic knowledge of the management thought and the management theory, obtain key capabilities such as planning and decision-making, organization and

personnel, leadership and communication, and control and evaluation for military management and to be a military administrator with comprehensive military management skills, excellent professional quality, good humanistic cultivation and noble professional ethics.

The management science is a practical subject. It can be said that the practice teaching is an indispensable and important link in the process of personnel training in the military universities, which is not only the "entry point" to cultivate the students' innovative consciousness and practical ability, but also an effective way for the students to understand the stage of their career development. However, the practical teaching cannot be completely independent of the theoretical teaching, and it needs to be organically integrated with the theoretical teaching to complement each other. How to integrate the theory teaching into the practical teaching has always been a problem to be solved but not well solved in the teaching process of the management science in the military universities. Therefore, this paper intends to discuss the basic requirements of the practical teaching, the problems existing in the practical teaching of the management science in the military universities and the development path of the practical teaching.

2. BASIC REQUIREMENT OF PRACTICAL TEACHING

It is generally believed that the practical teaching is a combination of a series of teaching activities in which the students, under the guidance of the teachers, acquire perceptual knowledge and basic skills to improve their comprehensive quality by giving priority to the practical operation [2]. It shows that the practical teaching is a combination of a series of teaching activities and a certain practical teaching link, such as the teaching practice and the scientific research training, belongs to the component of the practical teaching. These links belong to a kind of teaching activities and have the attribute of the teaching. And the students are the main body in these activities. Under the guidance of the teachers, the students can acquire the perceptual knowledge and basic skills through brain thinking and personal experience to improve their comprehensive quality. According to the above definition, the production labor, the professional labor, the course practice, the scientific research activities, the simulation experiments, the social practice activities, the production practice and the graduation practice design, as well as the experimental courses, the exercise courses, etc., all belong to the category of the practical teaching [3].

As a basic form of teaching, the practical teaching pays special attention to cultivating students' diversified learning styles to change the simple learning activities which take imparting knowledge as the basic form and obtaining knowledge result as the direct purpose. It can

be said that the practice is the essential attribute of the practical teaching [4]. In the practical teaching activities, the curriculum is not only a "subject", "textbook" or "knowledge", but also a critical, reflective and constructive practical activity conducted by the students under the guidance of the teachers. It is based and centered on a series of activities aimed at learning and self-development. This practice is still a way of learning and a learning process based on the students' existing knowledge and skills. The practice in the practical teaching is not a formal activity, but an activity with obvious "task-oriented", which is a variety of practical learning activities centering on the students' interests or activity themes. It focuses on the students' further comprehension, development of ability and sublimation of emotions through practice, and the formation of good attitudes and values.

The practical teaching mainly focuses on the research learning activities which means to imitate and follow the general process of the scientific research, select a certain topic, collect a large number of research or factual data through investigation, measurement, collection of literature and other means, and use experimental, empirical and other research methods to solve the problems. The practical teaching emphasizes the students' personal experience and requires them to actively participate in various activities, to find and solve problems in a series of activities such as "doing", "investigating", "experimenting", "designing", "making", "imagining" and "reflecting", so as to cultivate the spirit and ability of innovation. So it can be said that "the practice" in the practical teaching has the characteristics of trial, personal experience and learning from doing.

3. PROBLEMS EXISTING IN PRACTICAL TEACHING

For a long time, the teaching of the management science in the military universities has been focusing on the theory rather than the practice, the dissemination of the book knowledge rather than the cultivation of the practical ability. This teacher-centered and theory-teaching-centered teaching mode not only makes the practical teaching become a mere formality, but also hinders the students' learning initiative, enthusiasm and creativity, and more importantly the cultivation of the innovative military management talents. The problems in the practical teaching of the management science in the military universities are mainly reflected in the following aspects.

3.1. Theory teaching and practical teaching being difficult to integrate

In the teaching of the management science in military universities, led by the teachers, the theory teaching is basically separated from the practice

teaching. The content of teaching is determined by the teachers, and the teaching form is still dominated by the teachers' teaching. The practical teaching is only a supplement to the theoretical teaching. Although there is infiltration between the two, the different teaching space and mode determines that there is not much infiltration, which cannot meet the requirements of the organic integration. The positioning and division of the teaching functions are reasonable and easy to operate, but it is not conducive to the complementation and integration of the classroom teaching and the practical teaching either in the function positioning or the teaching design. Therefore, the enthusiasm of the students is not high and the teaching effect is not ideal. The teaching of the management science is difficult to train the students' ability to analyze and solve the problems, and the management science cannot play the role due to the professional background courses.

3.2. Content of practical teaching divorced from reality of army management

In the teaching process of the management science in the military universities, the teachers are accustomed to using a large number of cases, but the content of the cases is mostly enterprise management, business management, etc., and there are few cases involving or actually related to the military management. Other practical teaching methods, such as the role-playing, the game practice and the army survey, are rarely used, and the occasional use has nothing to do with the military management practice. This leads to the phenomenon that the content of the practical teaching is divorced from the reality of the military management.

3.3. Insufficient and no guaranteed practical teaching time

In the teaching of the management science in military universities, the time of the practical teaching accounts for 10% of the total class hours. The time arrangement is not consistent with the practical attributes of the management science and is obviously less. In the actual teaching process, in order to ensure the theoretical knowledge teaching, the teachers generally do not specially arrange and organize the topic discussion, the role play, the management game and other practical teaching forms in the classroom, but intersperse some case teaching and exercise training in the theoretical teaching process. Since the students have many group activities in their spare time, such as the physical training, the housekeeping, the class affairs meeting, etc., and their work and rest time is fixed and unified, the teachers will not arrange extracurricular practical activities such as investigation and discussion. So it can be said that the practical teaching time arranged in the teaching of the management science in

the military universities is too little, and is often crowded out by the theoretical teaching time.

3.4. Single form of practical teaching

Some of the teachers of the management science in the military universities lack a deep understanding of the practical teaching and they confuse the practical teaching with the student practice, believing that the student practice is the practical teaching. They also believe that the practical teaching should be carried out during the practice period, and do not need to run through the teaching process. And some other teachers think that the practical teaching is the case analysis. At present, the main practice of the management science practice teaching in the military universities is to make extensive use of the case teaching to explain, verify and guide the students to understand the basic knowledge and principles of management by inserting some cases into the teaching of the theoretical knowledge, so as to train and cultivate the students' ability to analyze and solve the practical management problems. The cultivation of the management practice ability is the cultivation of the students' mental abilities such as management thinking, planning, organization, leadership, control, coordination and communication. It is abstract to a certain extent. But the management science is usually offered in the second year of the university and the cases used in the teaching are mainly the successful or failed cases of domestic and foreign enterprises. However, the students lack practical management experience and perceptual knowledge, so it is often difficult for them to effectively understand the situation and content of the case, and they cannot conduct in-depth analysis of the problems, thus the case teaching cannot achieve the expected effect. The management practice is rich and colorful and it requires a variety of ways to cultivate the management practice ability. Therefore, this single teaching mode is difficult to meet the needs of the practical teaching of the management science.

4. DEVELOPMENT PATH OF PRACTICAL TEACHING

The teaching practice of the management science in the military universities often encounters the following problems: the teaching object is the junior students, who lack the management theory knowledge and the practical experience, and their ability to combine the theory with the practice is poor which affects the development of the practical teaching links. Therefore, while emphasizing the learning of the concepts and the theoretical system, the theory teaching of the management science must be carried out in combination with rich management practical activities, so as to arouse the students' interest in learning, enable them to

effectively master the management theory, and better combine with the practice organically.

4.1. Promoting organic integration of theory teaching and practical teaching

In the teaching process of the management science in the military universities, the theoretical teaching and the practical teaching together constitute the whole teaching system, which is an inseparable part of the teaching system. In a large system that serves the objectives of the military personnel training, the two teaching methods complement each other. Therefore, the theoretical teaching and the practical teaching should be integrated into a whole, and the practice teaching should be permeated into the theoretical teaching, to guide the military practice with the theoretical knowledge, and to understand and apply the management theories in the military practice, so as to improve the comprehensive quality of the students and the effect of the practice teaching of the management science.

The optimization and integration of the theory teaching and the practical teaching is first reflected in daily classroom teaching. The practical teaching method chosen by the teachers should accord with the teaching purpose, and the relevance between the practical teaching and certain theoretical teaching content should be fully considered, so that the students can grasp the practice more accurately from the height of the theory. The teachers can also choose different methods of the practical teaching according to different knowledge contents of the management theory. This method can not only enrich the classroom, but also enable the students to better understand relevant knowledge and improve their management ability [5]. In order to make the classroom practice teaching be carried out better, the teacher must also carry on elaborate design to the details of each practical teaching, such as the link of knowledge point, the allocation of time, the arrangement of schedule, the placement of the problems, etc., and let the practical teaching and the theory teaching organic fusion.

4.2. Arranging practical teaching content according to actual military management

The military administration mainly involves the personnel management, the management of unit command, materials, engineering, equipment, information, organizational structure and other fields. It is corresponding to human, financial, material, information, structure and other elements in traditional organization management. When designing the practical teaching contents, the teachers should closely focus on the actual work of the military management, extensively collect and deeply dig out the military management cases, experiences and lessons and integrate them into

the teaching process in time according to the content and progress of the theoretical teaching to guide the students to think and discuss, enhance their professional perception, and cultivate their position competence.

4.3. Leaving enough practical teaching time and making good use of it

At present, the teaching hours of the management science in the military universities are basically about 50 hours and there is a contradiction between less class hours and more content. If the teacher explains the theoretical knowledge in detail, it is difficult to ensure the time of the practical teaching. Therefore, it is necessary to reform the content of the theoretical teaching. The theoretical teaching should be based on necessity and sufficiency, and its content should be refined to highlight the key points and ensure the systematicness of the theory. Only in this way can leave enough time be left for the practical teaching. Based on the practical characteristics of the management science, the practical teaching time of it in the military universities should not be less than 20% of the total class hours, which should be about 10 class hours. The teachers can flexibly arrange the practical teaching hours and integrate them into the theoretical teaching. But they should ensure the quality and make good use of it.

4.4. Enriching the form and improving the quality of practice teaching

In the course of the practical teaching of the management science, the teachers should avoid using case analysis instead of the practical teaching and choose the practical teaching form that matches with it according to the different knowledge content of management theory. This can not only enrich the classroom teaching, but also enable the students to better understand relevant knowledge and improve their management ability. Practice has proved that the joint practice education mechanism of "internal tapping and external introduction" can solve the problem of single form of the practical teaching well and improve the quality constantly.

"Internal exploration" means to fully explore and enrich the teaching form of the management practice in the school. Firstly, in the process of the theoretical teaching, the teachers should comprehensively use the case discussion and analysis, the scenario demonstration and simulation, the team game activities, the leaderless group discussion and other practical teaching forms which suitable for the military universities with simple operation, low cost, high student participation and good teaching effect. Secondly, the teachers should develop some management practice positions in the school so that the students can take internship. For example, the

student management positions such as the duty monitor and the captain assistant should be set up, and the students should take turns to serve or the trainee platoon leader and other soldier management positions are set in the school coach service company set and let the trainees to serve on weekend.

"External introduction" refers to the regular arrangement of serving military officers to the school to exchange experience with the cadets face to face. Before the experience exchange, the teachers can set the exchange theme according to the teaching needs and give guidance on the principles of management knowledge. So with the theoretical depth, the experience exchange meets the practical needs of the students. During the communication with the successful military managers, the students gained a new understanding of life, of how to spend college life and how to adapt to the needs of future military management, thus improving their pertinence and enthusiasm in learning management theories. It has been proved by practice that this mechanism plays a good role in the cultivation of the military professional talents, arouses the students' enthusiasm to participate in teaching activities, cultivates their management awareness and adaptability to positions, and meets the needs of the military management for the professional talents.

5. CONCLUSION

As mentioned above, the purpose of the management teaching in the military universities is to enable the students to correctly understand their concepts, master the general rules, basic principles and general methods of the management, cultivate the comprehensive management quality of the students, and lay a theoretical foundation for learning other professional management courses and engaging in practical management work in the future. This requires that the teaching of the management science in the military universities should lay emphasis on the teaching of the basic theories and more on the cultivation of the students' practical ability. So the author advocates that it is necessary to set up a special practical teaching link in the teaching of the management science in the military universities, so that the students can understand management activities from the perceptual knowledge to personal participation in management analysis and then solve the management problems.

The implementation of the practical teaching of the management science in the military universities is not only the improvement of the teaching methods, but also the renewal of the educational ideas and concepts. In the specific practice teaching activities, the teachers should clarify their role positioning, adhere to the teaching reform, in order to better play the role of the practice teaching in the management courses, so as to better

promote the growth and development of the students. However, it should be pointed out that it is difficult to implement the practical teaching links, and the fulfillment of the practical teaching conditions, such as the practical sites, equipment, positions and time, needs to get strong support and help from the relevant departments of the school.

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