



Discussion on Case Teaching of Management Science

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Abstract. Management is a professional discipline based on natural science, psychology and sociology. This subject is difficult to teach and it is not easy for students to master. Case teaching method is an open and participatory teaching method, which can fully mobilize students' learning enthusiasm and initiative in management teaching, and improve the teaching effect. Therefore, it is of great significance to explore the influencing factors of management case teaching. In view of the lack of combination of theory and practice in teaching in colleges and universities in China, this paper puts forward the method of case teaching to help students better understand management. This paper discusses how to improve the teaching level of management subject, change the role of teachers from knowledge to ability, establish classroom case teaching mode, and build a good classroom teaching atmosphere.

Keywords: management · case teaching · teaching mode

1 Introduction

This chapter mainly expounds the research background, theoretical significance and practical value of case teaching in management. Through the practice of case teaching in management, this paper summarizes the incongruity between the current case teaching in management and its development. At the same time, combined with the actual situation of my own teaching process, I put forward my own views and suggestions on the subject, and analyzed the use of case discussion as a teaching method in the classroom from the perspective of teachers. The purpose of this paper is to explore the case teaching mode of management and find out the suitable method for management teaching.

2 Research Significance

2.1 Theoretical Significance

In the teaching practice of management discipline, the core is to cultivate the management skills, communication skills and team spirit of college students. However, due to the knowledge of management is difficult to understand and complex, not easy to grasp,

so through case analysis and discussion and other methods to help students correctly grasp the relevant knowledge of management, build a good subject logic, from which to grasp the essence of management, so that they have a comprehensive and profound understanding of the knowledge they have learned and a systematic understanding, so as to better use management methods.

2.2 Practical Significance

First, it is conducive to promoting students to learn management theory, management concepts and the cultivation of students' practical ability. Second, it helps to improve the quality of teaching, case teaching is lively and interesting, and can activate the classroom atmosphere. Thirdly, it is helpful to help students develop the spirit of cooperation and team consciousness, and enhance their learning ability. Fourthly, it helps to promote the reform of classroom teaching mode and improve the quality of classroom education.

2.3 Case Teaching Research Is of Great Significance

This paper takes the case teaching of management as the basic theoretical framework, combines the relevant theoretical achievements at home and abroad to discuss and analyze it, and draws the corresponding conclusions and suggestions, which has practical guiding significance. At the same time, it is hoped that this topic can play a practical role in the level of teachers and students, so that case teaching can become a more extensive teaching mode, so that students can get theoretical and practical inspiration from the subject of management.

3 Research Review at Home and Abroad

Teaching originated in the United States in the 1960s, and its development process has the characteristics of distinct, rich and typical. The case analysis method has been studied systematically in foreign countries, and some achievements have been made. Blumerman (Johnson) put forward the theory of "cognitive conflict", which holds that students are the leaders in the process of knowledge learning. He pointed out that teachers should adopt a variety of teaching methods to help students generate enthusiasm and initiative, improve their understanding of new things or situations, so as to achieve the desired goal. Leonard Johnson, an American scholar, put forward the theory of "situational teaching" in his book "Practice and Cases of Management" in 1997, which holds that students acquire experience in knowledge and skills through situational and role-playing. Simmons, a famous British educational psychologist, also made a systematic study of this teaching mode in 1998.

Domestic scholars have also done a lot of research on management case teaching mode. Xiao (2011) [1] and others believe that the role orientation, preparation and participation of teachers and students affect the effect of case teaching in management. Liu Boyi (2010) [2] believes that the role orientation of teachers and students, teachers' professional theoretical knowledge and teaching ability are important factors of case teaching. Yin Runfeng (2008) [3] believes that students' own foundation, case quality,

teaching ability, time and facilities are the key factors of case teaching in management. Xu Jian and Jin Nuo (2022) [4] think that the main influencing factors of case teaching in management are: teachers, case teaching materials, teaching methods, teaching facilities, teaching investment and students' autonomy. Ge Wupeng and Li Zhicheng (2018) [5] discussed the case teaching method in management, and believed that teachers should pay attention to guiding students to analyze and judge relevant problems and improve their problem-solving ability. Based on the current situation of education in China, Wang Junfeng, Xu Wen (2019) [6] and others put forward the combination of "situational" situational method and traditional classroom, with inspiration as the main line to stimulate learners' interest. Zhang Jincheng, Hu Yonghong [7] (2017) Reconstruct the teaching process and design to explore new ideas for teaching reform. Fang Jing [8] (2019) and others put forward that in classroom teaching, problems should be taken as the starting point and cooperative learning should be taken as the basic form to stimulate students' thirst for knowledge.

Based on the above research results, this paper summarizes the influencing factors of management case teaching effect, extracts and analyzes them to form a theory, tries to find out the rules to improve the effectiveness of management case teaching, and puts forward countermeasures and suggestions to improve the management case teaching effect.

3.1 Main Characteristics of Case Teaching in Management

The case teaching of management emphasizes the combination of theory and practice, and is problem-oriented. The process of students' participation is an important link to cultivate students' innovative thinking, creative ability and comprehensive quality.

Management case teaching focuses on the systematic and visualized explanation of classroom knowledge points. Under the guidance of teachers, let students understand and master the relevant concepts and principles of management, and draw conclusions through discussion and analysis. They can be well trained and improved by applying the management theory they have learned to solve problems in practice or communicating with other students to discuss the methods and strategies that can not solve problems, so that students can find their own understanding and experience in the case, so that they can have a more profound and thorough grasp of the theoretical knowledge of management.

Case teaching in management focuses on the inquiry training of learning process and methods centered on problems, which requires teachers to guide and inspire all students to participate in classroom activities purposefully, and to carry out group discussion mode, so that each group member can get exercise and improve their comprehensive quality level.

Case-based teaching in management emphasizes the interaction and common progress between teachers and students. In this process, not only teachers impart knowledge points, but also students cooperate with each other, while case teaching in management focuses on cultivating students' creative thinking and improving students' logical cognitive ability.

3.2 The Role of Case Teaching in Management

Case teaching in management is to cultivate students' ability to analyze and solve practical problems, which requires not only theoretical knowledge but also practical skills. Through the research and discussion of some important but not boring topics with universal significance, students can master the relevant knowledge points of management. In the case-based classroom of management, teachers can guide students to think from different perspectives, so that they can correctly analyze and deal with management problems from various aspects. Teachers can also deeply understand the students' major and combine the needs of social development, so as to provide a basis for students to formulate appropriate management curriculum content.

First, case teaching is helpful for students to review and summarize the knowledge they have learned, and is conducive to the cultivation of students' comprehensive ability. Case analysis in class can deepen students' understanding of the relationship between theoretical content and practical operation in management courses, and also enable teachers to better teach the relevant theories of the subject. Second, the first is to help teachers effectively solve some problems, all the students are involved in the discussion, a better understanding of the main points of management. Secondly, ensure that each group member speaks for no more than ten minutes, everyone participates in the full discussion, and finally ensure that each group member can communicate and communicate equally, so that they can get more inspiration and help in the discussion. Thirdly, case teaching is conducive to solving the difficulties encountered by students in the process of learning management and improving their ability to solve problems.

4 Overview of Management Case Teaching

4.1 Current Situation of Case Teaching in Management

The case teaching of management takes a certain person or event as the object, and analyzes and discusses these typical characters or cases by combining the relevant knowledge points of management. It can stimulate students' interest in learning, help teachers find more problems and provide solutions to problems, and also cultivate students' independent thinking ability and innovative thinking.

At present, many colleges and universities in our country have carried out case teaching practice exploration activities and subject training, which are applied to management courses, but the effect is very little, and there are still some problems. First, the number of cases is small and the quality is not high. In the classroom, in most cases, teachers teach in the form of a theme or group discussion, and the quality is not high. Secondly, most of the teaching activities are carried out in the theory-oriented mode or the course learning is organized in the form of "management" as the center to complete case studies and analyze cases. Finally, the training objectives for students are not clear, resulting in less communication between teachers and students and lack of effective classroom interaction.

In the research field of "management", most teachers equate case teaching with theoretical courses, and do not combine it with practice. They usually carry out case analysis and discussion in order to solve some practical problems encountered in the

classroom. However, this is just a formality, which leads to students' lack of interest in the course they are studying. Teachers only talk about theoretical knowledge points, difficult conceptual content and other basic disciplines in class, rarely involving deep-seated and comprehensive knowledge such as professional terms in management, resulting in dull teaching process and poor results.

In the process of implementing case teaching, teachers only combine theoretical knowledge with practical cases monotonously, but do not fully explore and analyze them. In this case, students do not have a thorough understanding of what they have learned, and their ability to digest and absorb is poor, and because teachers lack management discipline thinking and management innovation thinking, they can not be better applied to practice. Case teaching focuses on the comprehensive application of theoretical knowledge, teachers simply explain in the classroom, but do not dig out the deep value and significance of the case.

4.2 Problems and Solutions in Case Teaching of Management

In the case teaching of management, because the students' knowledge is limited, and can not fully understand, teachers need to guide and help. Some group activities can be organized in class to arouse students' interest in learning. For example, insert some topics that students are interested in now, make the atmosphere active, and then integrate into the management problems, let them think about the problems and analyze the solutions through grouping, discussion and other ways, summarize the methods and reflect on the exchange. They can also use multimedia technology to make video courseware or upload resources on the network platform for students to express their opinions freely, and they can also use social hot topics to arouse attention and enthusiasm for participation. In-depth analysis of the case, in the analysis and solution of problems, so that students have their own unique views, and can use their own knowledge to solve problems encountered in real life.

In the case teaching of management, the case design is made by the teacher according to the students' learning process and the actual situation. At this stage, students need to master a certain theoretical basis in order to better solve the problem. Firstly, setting up discussion groups and creating scenarios for typical examples can effectively improve their ability to solve problems and help them form a sense of cooperation and team spirit. At the same time, it should be noted that the time of case discussion should not be too long or too short, otherwise the knowledge can not be quickly digested and absorbed, resulting in unnecessary losses. Teachers should pay attention to cultivating students' habits of independent thinking and autonomous learning. Secondly, teachers should have solid and rich teaching experience. Students are the main body of learning activities. Therefore, as a management teacher, he should have strong professional accomplishment. At the same time, we should master certain basic theories such as psychology and pedagogy, and constantly guide students to extend their thinking. In the process of case analysis, we should constantly consolidate our knowledge and improve our ability, and at the same time, we should be good at using theoretical methods to solve practical problems. Thirdly, teachers should also have innovative consciousness. Case teaching is an open, inquiry-based learning activity with diverse and flexible forms, which not only requires students to participate in discussion and practice, but also requires students to actively explore

and organize group members to cooperate, communicate and discuss problem-solving links in order to achieve the real purpose of education. The implementation of case teaching is not only for students, but also a way for teachers of management discipline to constantly find and solve problems in the process of teaching. Teachers should fully grasp the opportunity of case teaching and make more efforts in the classroom. Fourth, students' participation is not high. Because the case involves the knowledge points and theoretical learning content of management. Therefore, as a teacher, we should actively guide and encourage them to participate actively. At the same time, it can also properly improve their discussion awareness and cooperation ability, and cultivate their problem-solving habits to attract students to participate in practical activities and solve practical problems, so that teachers can better guide students to analyze cases more effectively and put forward corresponding strategies in the teaching process, so as to improve students' case discussion ability. Fifth, the case itself should be practical. We can analyze theoretical knowledge through some examples in real life. For example, the political system of the country, the economic development of the society, cultural construction, technological innovation and so on are closely combined with the case discussion and analysis of the management course content, which can improve students' own ability and cultivate their comprehensive quality, and in this process, students have a profound understanding of the whole social level through the discussion of cases.

5 In This Paper, Through the Discussion of Case Teaching of Management, Combined with Their Own Teaching Practice, and on the Basis of Summing up the Results of Previous Studies, Put Forward Their Own Views

First, we should carry out effective case teaching and grasp the theme and content of the classroom. It is necessary to have a deep understanding of the relevant knowledge of management in the course, design questions and scenarios to construct the teaching process model and evaluation system after determining the discussion topics according to the characteristics of students and the course content, and use these methods in the actual teaching activities while constantly reflecting and summarizing. Secondly, in the process of case teaching, teachers need to pay attention to the interaction with students, so that students can actively participate in classroom activities. In the process of case teaching, teachers need to pay attention to effective communication with students, so that they can have a deeper understanding of the case and better grasp the key points of management. Thirdly, it puts forward the design of effective case teaching implementation strategy, builds a good discussion atmosphere in groups, chooses appropriate situational cases to discuss and summarizes the best scheme according to the actual teaching needs, and in the specific practice process, teachers need to adjust their ideas and topics to guide and not deviate from the students' discussion at any time, and at the same time pay attention to cultivating their comprehensive abilities. Fourthly, through case teaching, students can feel their own value and encourage them to participate in full discussion and communication, so as to improve the effect of case teaching, improve the way of case teaching in management, and enable students to better grasp the subject content.

6 Outlook

In this paper, we can learn from some advanced experience in theoretical research on the practicality and practical value of case teaching in management. For example: First, the rationalization of the curriculum system structure. Secondly, we should pay attention to the cultivation of students' dominant position, and thirdly, we should pay attention to the interaction and communication between teachers and students. As an independent subject and a basic course of economics and management, management needs to constantly improve its teaching methods, do research projects or make exploratory attempts on the teaching methods in constant practice, and believe that it can get better development in constant exploration.

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