

# Investigation of management reform based on practice teaching under the new situation

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**Abstract.** Management is a management students literacy professional foundation courses. About the Application of Talent, management teaching mode needs to be reformed. In this paper, the reform of teaching practice, the teaching of the management team of the whole process of learning, hierarchical teaching, opening up the whole classroom teaching, curriculum reform and comprehensive assessment of the effect were analyzed, and discuss the issues encountered in the reform for deepening reform to provide ideas. Management is by Tube core professional disciplines of a basic course, but management courses teaching the existence of a disconnection between theory and practice, teaching methods and other issues when not. Some of these needle problem, this departure from the practice teaching, proposed the development of direction and teaching process management teaching reform should pay attention to the specific problems and teaching reform measures.

## 1. Introduction

Management Economics and Management professional is a professional platform course, is the basis for subsequent learning management courses, undertake a role in students' ability cornerstone of culture [1-3]. In achieving training objectives, and as a platform for economic management class curriculum, teaching management undertook many tasks: first, through the course to enable students to correctly understand the connotation of management systems to understand and master the basic theory and method for managing; followed by internalization of knowledge, allowing managers within the theoretical principles and ideas and concepts into the learners, the initial establishment of the use of management theory and method of analysis of customary; furthermore students interested in learning management, to lay the foundation for future learning [4, 5].

Application oriented university teaching, the teaching object management courses are mostly first-year students, this group has the following characteristics: from gate to gate, little practical experience, abstract management theory is often difficult to correct understanding; in life experience although not personally involved in management activities, but have heard or seen various management activities, with the initial management but not comprehensive understanding; rational thinking skills, insufficient abstraction ability; with interested in learning more prominent. Therefore, in order to achieve the objectives of teaching management, teaching management science should meet the following requirements: easy to understand, through a number of methods and intuitive way, the correct interpretation of the meaning and principles of management; interesting, so that students in learning management experience in management learning process fun; continuous personal experience, knowledge of the target within reach [6-9].

## 2. Management studies teaching mode reform based on constructivism

Constructivism cognitive psychology school is a branch; constructivist theory emphasizes student-centered, not only requires students to instill change from passive recipients of external stimuli, objects and knowledge as the main body of information processing, knowledge of the significance of active construction, and teachers are required to be used by imparting knowledge,

instilling into students who take the initiative to help construct meaning, facilitator. Constructivist teaching model emphasizes student-centered, in the whole process of teaching the organizers, mentors, helpers and facilitator role played by teachers, the use of context, cooperation, learning sessions and other environmental factors into full play the initiative of students, enthusiasm and pioneering spirit, ultimately enable students to effectively realize the significance of the current knowledge of the construction purposes [10].

In this mode, students are active constructors of meaning knowledge; teachers are the organizers of the teaching process, mentors help the construction of meaning, facilitator; a very important aspect of constructivist teaching model is the creation of learning environments in the design learning environment, the learning environment should be created by everyday social life and economic activity in the real task, and is teaching situations related tasks, rather than abstract task, that is to provide teaching "management" in real-world case-based learning environment, so that students in the creation of this environment through exchanges and cooperation to build knowledge, learning to perform a given task, to give the corresponding exercise and improve. Knowledge of constructivism teaching mode compared with the traditional teaching mode, students are active, learning outcomes form reflected in more understanding and application based on the theory of endogenous capacity of the theory, rather than the traditional teaching mode and mechanical memory theory. Table 1 showed what hindered the implementation of the new curriculum teaching mode factor?

Table 1. What hindered the implementation of the new curriculum teaching mode factor?

Options	Number of people	Percentage
Lack of new curriculum concept	16	40%
Not a solid basic skills	18	45%
Textbooks are not familiar with	4	10%
Other	2	5%

More traditional mode of teaching management, school management course my group believes that to achieve application-oriented training objectives and management courses teaching objectives, management Teaching Mode must be reformed, the direction of reform should be highlighted interactive teaching, classroom openness, student participation, learning autonomy, through easy to understand interpretation of case management theory, through interactive teaching, student participation for students interested in management, through classroom exercises to enable students to open and manage really feel management practical and artistic.

### 3. Management reforming teaching models

Under the premise of uniform rules, at the beginning of course, free combination formed by the students of 6 to 8 people learn Team, elected team leaders, team members clear the team management division, common name for the team to develop team learning objectives and activities of the team rules, the team carried out self-management; before the end of teaching, we integrated the teams to show academic achievement, including the learning process recalls learning sentiment, made achievements in various teaching activities, the team style and so on. In the teaching process to the team as a unit, to carry out management observation, case analysis and discussion, decision-making game, the role of simulation, the results show and other educational activities, and therefore, the team is not only a platform to carry out teaching activities, it is a management practice students platform. Through team-based learning, students not only to management theories and principles have a more profound understanding of, and through the application of various management theory in the management team, so that students of the nature of content management have the right experience,

training and improved teamwork, communication, coordination and balance ability. Table 2 was the composition of practical teaching system.

Table 2 The composition of practical teaching system

	Practice teaching subsystem	Teaching place	The ability to cultivate	Teaching link	ways and means
Practice teaching system	Teaching experiment subsystem	laboratory	Basic Skills	professional experiment	Professional experiments with a variety of courses to visit, cognitive practice, demonstration, hands-on operation and experiment
	Professional training subsystem	School training base	professional skills training	Professional Practice	Curriculum design, project research, simulation, case study, association activities, games, role-playing
	Integrated training subsystem	On campus and off campus training base	Comprehensive ability training	Graduation practice	Visit, social investigation, social services, seniors visit, exchange of experience

Case teaching is a focus on linking theory with practice, focus on training students to analyze and solve the problem of teaching methods and innovative thinking ability, generally divided into case design, student preparation, discussion, summary of discussions reviews several stages. According to the characteristics of students in the curriculum import stage, case-based teaching teachers, for example, by explaining management case actually occurred, triggering students' interest in learning management, management theory correct understanding of the reality of management practice included. Management functions in part to collect and thematic case-based discussion, and under the guidance of teachers, conducting applied basic theory of management training, and gradually develop the students' ability to solve the problem to find the problem. After the completion of the basic course content, arrange comprehensive case discussions, help and guide students to develop problem-solving oriented comprehensive application management theory training, the establishment of scientific management thinking.

In the course examination, rational design theory examination and assessment of the proportion of theory, case studies will be an important part of assessing students' ability to apply the theory. By hierarchical teaching, step by step guide students flexible application management theory analyze and solve problems, solved in the past because of the case teaching students having problems understanding the discussion of case studies vague theory difficult circumstances. This is a teaching process will be extended from the classroom to classroom, the students from the books attention to social organization and a full range of teaching methods of teaching material. In practice, the use of "A week observation and Management Review", management of the environment survey, collect and discuss case management, self-management team and other ways to be implemented. These activities, the more successful the first class and second class combine, students will also learn from the book's eyes turned to the whole society, and guide them to care about the community, and from a

management point of view to observe and analyze the various social phenomena and problems, students management quality.

#### 4. Teaching method reform

Full-course examination. To achieve the goal of teaching the course, the group still in the process of teaching curriculum design decision game, environmental investigation and analysis, management observation, role playing, etc., to improve students' all-round mastery and application level of management theory. While on the course examination, all the teaching to include not only the theoretical examination, that is more on the practical aspects of management and evaluation of the theory; in practice, classroom performance, team management, case discussions, decision-making game, the Environmental Investigation analysis, management observation, role playing, and all included in the normal results while course by the usual results and consolidated results Juanmian test scores composed by a certain weight, the weight ratio from 2: 8 gradually increased to 4: 6, 5 until now: 5, teaching management system to ensure the status of the application management ability. Teaching process was shown in Figure 1.

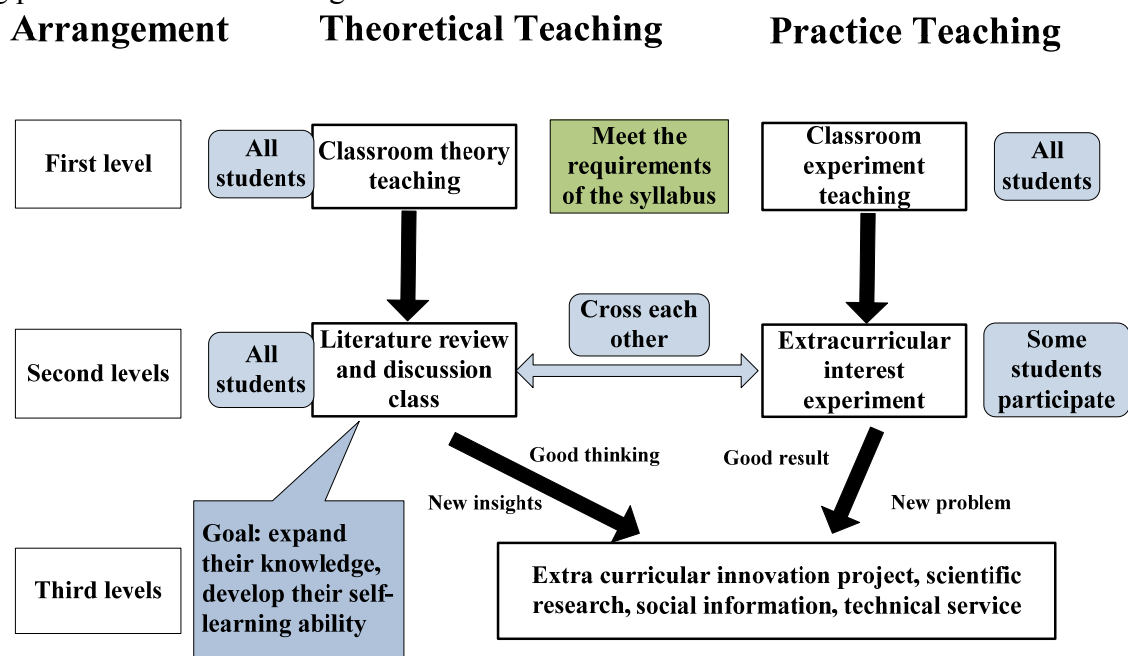


Figure 1. Teaching process

And the subsequent need to improve the effectiveness of reform measures by management course teaching team questionnaire on the effect of the above teaching reform conducted a survey, the object is to accept the course teaching 320 students, the results show the effect of the reform is mainly reflected in improving students' interest in learning and improve students' communication and coordination and teamwork, expression and presentation capabilities, capacity management theory, management of students to observe the ability to have more help. 65.1% of the students think that teaching their interest in learning mode allows management has significantly improved; 88.9% of the students that improve communication, coordination and ability to express and display a great help; 78.3% of the students the entire management team to stimulate their motivation, while improving the management of the whole process of understanding; 73.5% of the students that help them to deepen the understanding and ability of management theory.

#### 5. Summary

The results found that the practice of the above reform measures in the implementation process also encountered some contradictions, to achieve better performance reform is also required to

improve: First, time and effort put into the teachers contradiction between the requirements. Reform process, requiring teachers to students to participate in the situation after the timely feedback, including students to observe, analyze and discuss the results, environmental investigation and analysis, students' classroom performance, they have to provide timely feedback to play a good effect. This requires teachers in addition to well-designed curriculum and methods, but also put more time and problems in the process of learning to guide students, teachers feel more difficult to ensure that the energy and time. To do this now in the implementation of the course TA system, from high school students to participate in the management process, and achieved certain results. Second, the students' self-learning ability and teaching reform contradictory requirements between self-management.

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