

Research on the Teaching of Administrative Management Major Based on Case Teaching

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Abstract—The application of case teaching method in the teaching of administrative management specialty is not only an objective result of the application and practicality of administrative management specialty, but also an important method and inevitable requirement to improve the teaching effect. Although there are some new changes in the teaching reform of administrative management specialty at present, there are still many problems. Therefore, in order to meet the needs of current social development, in the teaching reform of administrative management specialty, we should further improve the case teaching method and ensure the students' principal position, so as to improve the quality of case teaching and fully cultivate students' innovative spirit and practical ability. It is an important issue worthy of our deep consideration.

Key words—Case Teaching, Administration, Teaching Reform

I. RESEARCH BACKGROUND AND SIGNIFICANCE

A. Research Background

Case teaching is a modern teaching method, which compiles case writing materials with the help of realistic situations, simulates and restores real cases, guides students to use the relevant theoretical knowledge of their major actively to analyze the problems reflected by the cases, and tries to solve the problems. As a practical and practical management specialty, the traditional passive inculcation classroom teaching can no longer meet the current needs of personnel training in administrative management specialty. In the teaching of administrative management specialty, the introduction of case teaching method can change the students' passive learning mode, narrow the gap between administrative management theory and application practice, and promote students to master the theoretical system and learning methods of administrative management, thus improving the teaching effect.

B. Research Significance

The basic, epochal and pertinent features of the educational reform are what we have always emphasized. As far as the domestic administration education is concerned, the administrative personnel we train should be those with multi-disciplinary knowledge background, innovative spirit and practical ability. To achieve this goal, there is no doubt that we must keep pace with the development of the times, adapt to the objective needs of the whole society for the training of high-quality administrative personnel, reform our educational methods and teaching methods, and establish a scientific teaching and personnel training system.

II. APPLICATION VALUE OF CASE TEACHING

A. Improving Teaching Effect

In view of the strong practical applicability of administrative management specialty, case teaching can reverse the situation of students' passive acceptance in traditional classroom teaching, stimulate students' awareness of active and independent learning, and consolidate students' theoretical knowledge learning and accumulation. Breaking the existing thinking pattern of students memorizing theoretical knowledge by rote, students constantly improve their theoretical and practical level through active, active, independent and multi-degree thinking. In the teaching of administrative management specialty, case teaching can meet the students' information and ideological needs, promote teachers to constantly improve teaching skills, and then strengthen the research methods of teaching effect.

B. To stimulate students' creative thinking

Case teaching method is based on respecting the objective social reality environment, advocating the combination of theory and practice, highlighting the rational thinking of the analysis and solution of practical management problems. Teaching cases for administrative management can be varied in content and form. For example, some decision-making-oriented or problem-based cases can enable students to propose solutions and suggestions to solve problems. Inspired and guided by teachers, case teaching stimulates students' creative thinking through their own positive and independent rational thinking.

C. Improving Teaching Quality

Through case teaching, students can familiarize themselves with the environment of administrative work by simulating the working situation, so as to actively adapt to social needs and enhance the ability of undergraduate education to support and serve the society. In the teaching of public management in higher education, further popularization of case teaching method and strengthening communication between universities and government organs and non-governmental public institutions can

provide more platforms for instiUndergraduates' entrepreneurship and employment, and ultimately improve the overall quality of undergraduate education.

D. Favorable to the Realization of Professional Training Objectives

As an interactive teaching method, case teaching can enable students to actively participate in classroom teaching, and students' potential in all aspects can be developed in the process of interaction between teaching and learning, so as to stimulate students' learning consciousness, initiative and creativity. The case teaching method is adopted in the major of administration. Under the inspiration of teachers, students can change from passive to active. Through the analysis of the actual cases of administration, students can better understand and digest the theory, knowledge and methods of administration, and can be more flexible and skilled to use them, thus perfectly realizing the goal of "cultivating students' innovative spirit and practical ability". Teaching objectives.

III. CASE TEACHING DESIGN FOR ADMINISTRATION MAJOR

A. Selection and Production of Textbooks

The occurrence of administrative activities is dynamic and timeliness. Specific attention should be paid to the following points: Firstly, the selected textbooks should conform to the teaching purpose. Teachers should first choose cases that are consistent with the key and difficult points of management knowledge, so that the selected textbooks can serve as a bridge between theory and practice. Secondly, the selected cases should be related to the actual problems of public administration. Administrative management specialty is an applied specialty devoted to managing social public affairs and solving public management problems.

TABLE I. A LIST OF TEXTBOOKS

Examination subjects	Textbooks and reference books	author	Press
Foundation of Administration	The Third Edition of Management Science	Zhou San Duo	Higher Education Press
	The Third Edition of Public Administration	Zhang Guo Qing	Peking University Press
Foundation of Administration	《Western Public Administration Thoughts and Schools》	Tan Gong Rong	Peking University Press
	《Political Science》	Michael Ruskin	Renmin University Press
Public Policy Analysis	《Policy Science-Analysis and Guidance of Public Policy》	Chen Zhen Jin	Renmin University Press
	《Public Sector Decision-making Theory and Method》	Hu Xing Ming	Higher Education Press
	《Social Research Methodology Course》	Yuan Fang	Peking University Press
	《Research methods of Public Administration》	O Sullivan	Shanghai University of Finance and Economics Press

B. Formulation of Case Teaching Plan

Teachers should consider providing students with the environment and background of case occurrence to help them learn in the course of case discussion. Teachers should first provide several cases, requiring students to make use of self-study time, select one of the cases to preview, think independently and analyze deeply, and make full preparations for the application-oriented specialty of speaking and communicating in the class.

C. Analysis and Summary of Case Teaching

The evaluation and summary of case teaching is the most important part of case teaching method. Teachers' summary and comment on cases is not simply to judge "wrong" and "right" and "good" and "bad", but to evaluate and summarize each group's case analysis report based on students' group discussion. Case analysis should focus on the logic and process of solving problems, rather than on the results of case analysis as the basis of evaluation. After completing the classroom case analysis, we should reflect on the shortcomings, sum up the experience, inspire the students' thinking ability, and deepen the understanding of the theoretical knowledge content of administrative management specialty.

IV. AN EFFECTIVE WAY TO OPTIMIZE CASE TEACHING IN ADMINISTRATION MAJOR

A. Stimulating Students' Innovative Potential

In case teaching, teachers should give students full opportunities to express their opinions and encourage them to argue about different opinions. In fact, a good case analysis course is a small-scale academic discussion and exchange activity. Teachers should be good at activating the classroom atmosphere, creating a positive academic atmosphere for seeking true knowledge, and cultivating students' academic attitude of self-exploration, scientific analysis and serious problem solving. In case discussion, teachers should not avoid some sensitive problems related to social reality raised by students, but they should stick to their own standpoints on the principle issues; in the analysis of specific problems, they should use the attitude and methods of Marxist dialectical materialism and historical materialism, and combine the basic principles of relevant disciplines to conduct a scientific and rational analysis and guidance. In order to make it distinguish between true and false, good and evil, and adhere to the truth. If there are some controversial issues in academic circles, teachers should give a relatively detailed

introduction to the views of relevant schools in today's academic circles in order to guide students to analyze and compare, at the same time, expand students' knowledge and stimulate students' innovative potential. The key point of case teaching is not to find the correct answers, but to inspire and guide students to get their own answers. It is to cultivate students' logical thinking ability, ability to analyze and judge problems, and ability to use the knowledge they have learned to deal with and solve complicated problems in the practical work of administration.

B. Enriching Teaching Forms

In addition to the above interactive and seminar teaching methods, the case teaching of administrative management specialty can also adopt multi-media teaching, bilingual teaching, situational simulation teaching and management decision simulation teaching, which makes the whole case teaching more intuitive, vivid and effective. For example, video clips of activities such as planning, organization, decision-making, coordination and communication in the actual operation of administration and public sector management can be broadcasted to deepen students' understanding of the administrative process; and case teaching in the form of "original foreign language teaching materials in Chinese" or "foreign language teaching, Chinese discussion" can be carried out to broaden students' horizons and contact countries. At the same time, we also know some advanced methods and experiences in foreign administrative management. Students can also be organized to visit and inspect local government organs, and to exchange and discuss with relevant government officials in view of some problems in the cases they have learned, so as to enrich their perceptual experience and enhance their rational understanding. The computer room can also be used to simulate administrative decision-making and analysis of public policy model, so as to train students' ability of correct decision-making, making plans, scientific coordination, and improve their methods and skills in practical management. In addition, special lectures can also be set up by employing government officials and public sector managers with administrative experience and practical experience to set up lectures, face-to-face exchanges and communication with students, and joint analysis and discussion of some typical cases.

C. Optimizing assessment criteria

The aim of case teaching in administration major is to train students' ability and skills to analyze and solve practical problems by case study and discussion, so as to lay a solid foundation for future administrative work. Therefore, the assessment criteria should be in line with the teaching objectives.

V. SUMMARY

The professional education of administration in our country is facing new opportunities and challenges. The great goal of building a well-off socialist society in an all-round way also puts forward higher and newer requirements for the contingent of administrative cadres. It requires us to reform the curriculum system, teaching content and training methods of administrative management specialty in accordance with the realistic challenges and future needs, combining with the characteristics of local system, to explore bravely and innovate resolutely so as to serve the local areas and create the administrative management specialty with local characteristics, so as to improve the competitiveness of administrative management professionals.

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