

# Research on Course Teaching Reform of Management

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## Abstract

**With the development of the times and the progress of the society, most universities in China now regard the course of Management as a foundational enlightenment course, which can help to cultivate more innovative and advanced management talents in today's society. Although more and more universities are aware of the important role of the knowledge of Management. However, due to the influence of traditional education and teaching concepts, there are still some problems in the teaching of management course in our country. In view of this situation, this paper first analyses the problems existing in the teaching of management course in our country, and finally puts forward some reform proposals based on this. It is hoped that this study can play a guiding role for the smooth progress and role of the teaching of Management Course.**

## Keywords

**Management Science, Teaching Reform, Measures.**

## 1. Introduction

With the continuous change of economic situation, the talent standard of society has also changed greatly. Colleges and universities must keep up with the pace of the development of the times and carry out the renewal and reform of training methods when carrying out knowledge teaching, so as to cultivate high-quality talents that really meet the needs of the times. Especially with the continuous advancement of the process of global economic integration, in order to promote the further development of our own economy, our country urgently needs a large number of high-quality management personnel with rich knowledge reserves and excellent practical ability. However, in order to achieve this goal, colleges and universities must pay more attention to the teaching of management knowledge, carry out the teaching reform of management course according to the development needs of society and market, so as to cultivate more high-quality management talents and contribute more to the economic development of our country. Therefore, it is of great practical significance to explore the course of Management Science in this paper.

## 2. Analysis of the Problems Existing in the Teaching of Management Course in China

### 2.1. The Existence of "Knowledge Fragmentation"

First of all, through the analysis of the content of the textbooks, we can find that the teaching materials used by our universities are mainly divided into three types: the first is the self-compiled textbooks of our universities, the second is the economic textbooks compiled by our economists themselves with great influence and high popularity, and the third is the economic management works from other countries. Compared with the former two kinds of management textbooks, the last one is relatively low in frequency, and is basically used as extracurricular reference books in Colleges and universities. However, no matter what kind of textbooks, there is no connection between the contents of each chapter, and it is basically a comprehensive

discussion of the previous research results. There are relatively large shortcomings in the future management development research. This situation has resulted in that students have no way to establish a systematic management system, which has caused a great loss of students' ability to use knowledge. Secondly, because of the influence of traditional education and teaching concepts, most of the time and energy spent in the teaching of basic theoretical knowledge in the process of teaching management knowledge in our country now, but there is no in-depth analysis of the application of practice, leading to a serious separation between theory and practice.

## **2.2. Serious Discrepancies Between Curriculum Offerings and Professional Needs**

As the most basic knowledge that all students majoring in economic management need to learn, management is an essential part of the framework of all students' professional knowledge. However, because students belong to different majors, the school's professional training design goals are also different. Therefore, students of different majors have different needs for management, and they also have different teaching contents and class hours. Although teachers should follow the requirement of teaching students according to their aptitude to teach knowledge, through the analysis of the actual situation, we can see that most of the courses offered in Colleges and universities and majors are very incompatible, and do not take into account the actual needs of social development.

## **2.3. Relative Lag of Teaching Content of Management Science**

With the rapid development of the socialist market economy, the economic situation that our country is facing has also undergone great changes, and the demand for economic management talents has become higher and higher. This situation also brings new opportunities and challenges to the management teaching. If colleges and universities want to effectively complete the management knowledge teaching and cultivate more excellent management talents with comprehensive quality, they must take root. According to the development of the times and society, it is necessary to renew and reform the teaching content of management course, so as to lay a solid foundation for the teaching of management course. However, through the analysis of the content of Management Science in China's colleges and universities, we can find that the management textbooks and teaching contents are lagging behind. Many knowledge has no way to effectively solve the actual management problems. This situation has a great negative impact on the teaching of management knowledge in China's colleges and universities.

## **2.4. Teachers Themselves Have Some Problems, Which Have A Great Impact on the Teaching Effect of Management Science**

By investigating the actual situation of management teachers in Colleges and universities in China, we can see that the current situation of teachers in charge of management knowledge teaching in Colleges and universities in China is that their theoretical research ability is stronger than their actual management ability. Even some teachers have invested in the education industry after graduation from schools, and they have no practical working experience at all. When they carry out practical teaching, they analyze and separate them. Information on human activities. Therefore, most of their practical teaching is not in line with the development needs of the times, and it is difficult to achieve the real integration of theory and practice, which also hinders the overall development of students' comprehensive quality. There is no way to cultivate excellent managerial talents with both theoretical and practical abilities.

### **3. Exploration of Teaching Reform Strategies of Management Course**

With the continuous progress of reform and opening up, China's development situation has also undergone considerable changes, and social standards for talent have also been significantly improved. More and more people pay attention to the role of knowledge in management. How to more effectively complete the teaching reform of management course, give full play to its role, and cultivate more in line with the times? The high-quality talents needed by the generation development have become the key problems to be solved in Colleges and universities. Therefore, our country should start from the following perspectives to carry out the teaching reform of "Management" course, so as to cultivate more excellent reserve talents with comprehensive quality, and to transport more high-quality fresh blood for the development and construction of our country.

#### **3.1. Renewal and Reform of Textbooks and Teaching Methods**

First, we should complete the teaching reform of management course more efficiently. Teachers in Colleges and universities must change their educational and teaching concepts, reorganize the teaching contents, and divide the teaching contents into two parts: theory and practice. When teaching theoretical knowledge, we should explain the basic theory of management to students systematically, so that students can have a clearer and more intuitive understanding of the theoretical knowledge of management. For example, in the beginning of knowledge teaching, teachers can choose cadres and other cases related to students' real life to teach knowledge, so that they can truly feel that management is closely related to their daily learning and life, so as to lay a more solid foundation for students' management. In practice teaching, teachers should integrate practical cases into management knowledge teaching, so that students can clearly understand the relationship between theory and practice, so as to improve students' practical ability; second, teachers should choose the latest cases in society to carry out knowledge teaching in the process of knowledge teaching, so that students can be managed from both managers and managed. Direction analysis, independent exploration of the most reasonable solutions. In order to effectively improve the students' ability to use knowledge, and provide more powerful support and guarantee for their comprehensive quality development; Third, with the rapid development of the times, the past teaching mode of "teacher speaking, student listening" has played an increasingly unsatisfactory role in education and teaching, and there is no way to effectively enhance students while completing the theoretical knowledge teaching. Ability to explore and solve problems independently. In order to solve this problem effectively, university management teachers must change their educational and teaching concepts and carry out knowledge teaching in a more diversified way, such as multimedia, case teaching, so as to fully mobilize students' subjective initiative, so that they can more actively invest in knowledge learning, recognize the relationship between various parts of knowledge, and then make themselves self-motivated. The teaching efficiency and quality of the students have been further enhanced.

#### **3.2. Designing Teaching Plans According to Different Majors So as to Truly Teach Students in Accordance with Their Aptitude**

At present, there is a big gap between the training objectives of different majors in Colleges and universities in China. Some majors need to cultivate high-quality management talents with solid theoretical foundation, practical and innovative abilities. Some majors also need to educate and educate the technical and applied talents needed at the front line. However, for students with different majors, their needs for management knowledge are different. Therefore, in the process of setting up teaching programs, teachers should design their own teaching objectives and ideas according to students' specialties and future needs, ensure that teaching objectives and students' actual needs are fully matched, carry out knowledge teaching according to their

aptitude, and cultivate more high-quality compound talents that meet the needs of social and market development.

### **3.3. Integrating into the Society for Knowledge Teaching**

At present, the content of theoretical knowledge related to virtual organization theory, learning organization theory and modern management theory is relatively low in the textbook "Management" used by national universities in China. Therefore, when teaching knowledge, teachers can properly integrate some social problems into management teaching, improve students' ability to use knowledge, and make them fully aware of the important role of management knowledge. For example, in 315 evenings every year in our country, a large number of practical cases will be put forward. Teachers can play these case videos when teaching, so that students can analyze these cases and express their own views, in order to enhance the "moral" of students' management. Especially with the rapid development of Internet information technology, virtual organizations have more and more influence on our work and life. In the process of knowledge teaching, teachers can let students explore Alibaba's development experience and reasons for its growth, so that teachers can complete knowledge teaching more efficiently and have a deeper understanding and understanding of relevant theories. To a great extent, enhance students' practical management ability.

### **3.4. Strengthen the Construction of Teachers**

In order to complete the teaching reform of management course more efficiently, colleges and universities must pay more attention to the construction of teaching staff, cooperate more deeply with enterprises, arrange teachers responsible for management teaching to practice in enterprises, so as to enhance their practical experience, and let them have a deeper understanding of the main forms of social development and the standards of talents. To provide more powerful support for their future teaching work. At the same time, teachers can invite some excellent managers from enterprises to serve as teachers, so as to effectively enhance the teaching effect and lay a solid foundation for the smooth reform of management curriculum. In addition, the teachers in charge of management knowledge teaching in Colleges and universities must change their own concepts, continue to learn new knowledge, actively participate in social practice, enhance their professional quality, and then provide more powerful support and guarantee for the smooth progress of management teaching, and make greater contributions to the economic development and social construction of our country.

## **4. Conclusion**

In a word, as one of the most basic courses for the students of economics and management in Colleges and universities, Management has a vital impact on the overall development of students' comprehensive quality. In order to complete the related knowledge teaching more efficiently, the university teachers responsible for the teaching of Management must keep up with the pace of the new curriculum reform, change their educational and teaching concepts, and speed up the exploration of reform. Suo's footsteps, using more targeted and interesting ways to carry out classroom teaching, thus arousing students' interest in learning and subjective initiative to the greatest extent, so that they can more actively invest in knowledge learning, laying a more solid foundation for the smooth progress of management teaching reform, and then for China's economic development and the great Chinese nation. The realization of the Great Renaissance Chinese Dream has trained more comprehensive and excellent managerial talents.

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