

Research on the Teaching Reform of Human Resource Management Courses in Applied Ordinary Universities

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Abstract: With the continuous development of social economy today, human resource management has become an indispensable tool for enterprises to compete. Human resource is an important management department of an enterprise, and its role is to organize and integrate personnel internally and externally. So as to meet the needs of enterprises in the market competition. Human resource management involves two aspects in the curriculum. On the one hand, it belongs to the management discipline, and on the other hand, it belongs to the business administration. Among the management disciplines, it belongs to the second-level discipline, which focuses on the theoretical knowledge of economics, management, law and so on. The practice of resources also provides technical support. In business administration, it is actually a basic course. With the acceleration of the new curriculum reform, the human resource management curriculum has undergone a series of reforms under the attention of all parties, in order to achieve the goals of the human resource management curriculum. This article focuses on analyzing some of the existing human resource management curriculum teaching in ordinary colleges and universities. Problems, as well as some measures for the reform of curriculum teaching, to improve the cultivation of students' practical ability.

1. Introduction

The rapid development of social economy has brought opportunities and challenges to all enterprises. Market competition is becoming more and more fierce. Human resource management is a window for enterprises to coordinate externally and internally, and their various functions are played. For enterprises, it is a tool for participating in market competition, which can effectively solve various problems faced by enterprises. At present, some problems in the teaching of human resource management courses in ordinary colleges and universities cannot follow up the needs of enterprises for human resource management. As a result, the application-oriented colleges and universities are lagging behind in the course teaching, and relevant teaching reforms are urgently needed to enable the application-oriented colleges and universities to export talents to enterprises.

2. Some problems in the teaching of human resource management courses in applied general colleges and universities

2.1 Unclear objectives and conservative content

In contemporary society, people's thoughts and behaviors have undergone great changes, including lifestyles that are very different from before. This is mainly reflected in the integration of various information into people's lives in the information age, and the various aspects of society. This kind of organization is not only single or one-sided in the past. There are more and more diversified organizations, and the management in the enterprise is more abundant, and more practices are closer to the needs.^[1] However, these changes have not been fed back to the human resource management courses in applied ordinary colleges in time. At present, most of the human resource management courses in ordinary colleges and universities still stay in the traditional teaching mode. There is no goal in the teaching process, and at the same time in terms of teaching

content, it is also unable to follow up with social needs, so that human resource management courses are relatively lagging behind social needs.

2.2 The system is not high

What is said here is not very systematic. It mainly refers to the disconnection between theoretical teaching and practical application, so that many teaching contents are only in classroom form, and there are no more extracurricular internships and practices, and social exercises are in vain. In the content of examinations, and there is no connection with reality. The students taught in this way are not very adaptable to the market, and the human resource management courses have not formed a systematic operation for the market. The key lies in the lack of characteristics of the teaching materials and the lack of talent guidance for the target market.

2.3 Backward idea

Emphasizing theory and neglecting practice is still a common phenomenon in applied ordinary high schools. They blindly focus on the theoretical knowledge content of the classroom, and take a downplay of social practice after class. This makes the students learn more Social disconnect. In addition, in the course of teaching, teachers' teaching methods are also traditional, which cannot meet the requirements of mutual communication in the classroom, so that the quality of teaching cannot be improved.

3. Reform measures for the teaching of human resource management courses

3.1 Innovative teaching concepts

If the teaching concept still maintains the traditional teaching methods and cannot be innovative, or cannot keep up with the needs of social development, it will lag behind the times, form a lag, and fail to cultivate talents needed by society. In innovative teaching, there must be the ability to innovate, implement multi-disciplinary theoretical guidance for applied talents, and serve the practical ability. Classroom teaching must change the past, with students as the main body of the classroom, and implement the reform and innovation of changing the roles of teachers and students. In the process of innovation and reform, we must pay attention to the following changes. First, we must make students have a good quality education. Make progress, rather than simply conduct professional counterpart training. ^[2] Second, put theoretical knowledge second, put ability training first, and reflect more theoretical knowledge in practice. Third, the individualized training of students should be strengthened. Traditional education is to train students into a group of people with common characteristics, which is detrimental to the future development of students. Fourth, the emphasis on system theory should be shifted to the aspect of application.

The ultimate goal of the human resource management course is to serve the society. If it is out of the needs of the society, the human resource management course has no educational meaning and value. The society is constantly developing, so the human resource management course should also keep pace with the times. It is necessary to vigorously promote the concept of lifelong learning and lifelong education in human resource management courses. In the preparation of courses, the shortcomings of traditional courses should be changed, and the change of academic concepts will be emphasized, and the application will be emphasized. At the same time, the current society's demand for talents is the requirement for the comprehensive quality and development potential of talents. This requires schools to first scientifically cultivate students' comprehensive qualities, including art, personal cultivation, and moral qualities, in the education process. Secondly, the content of teaching should be reformed. In terms of teaching content, a survey should be conducted on the needs of human resources in social enterprises. The talents needed by enterprises are the talents to be cultivated by schools. Such teaching methods require an open-ended approach. Yes, it is not stuck to tradition. The advantage is that the expertise of teachers can be used, and there is a lot of room for the future development of students. Third, the talents educated by colleges and universities must have the same human resource concept as the enterprise. The curriculum should be continuously

optimized and improved, so that the curriculum can be reformed systematically to better meet social needs.

3.2 The content of the classroom should be rich

To reform the human resources curriculum, we must first start to change the content of classroom teaching. Three aspects are emphasized here. One is the thinking of teaching, the second is the content of teaching, and the third is the method of teaching. In the process of teaching, the thinking of teaching needs to be changed. The traditional teaching thinking is that teachers teach and students learn, which means that teachers are actively outputting knowledge and students are passively receiving knowledge. This kind of teaching form will easily make students bored. Learning is not interested, so the quality of learning will be discounted, and the quality of classroom teaching is not ideal. Second, the teaching content should be enriched, mainly aimed at the principle of combining professional training and ability training. In terms of ability training, we should pay attention to the cultivation of ability needs and ability structure, and it is necessary to cultivate theoretical knowledge and cultivate operation. Ability to enable students to integrate theory into practice. The third teaching method, the teaching method should promote interactivity, the traditional teaching is very simple, the teacher's point of view has a certain degree of authority, and it is impossible to understand the students' thoughts in the first time, and cannot improve the enthusiasm, independence, and influence of the students. The play of individuality. It is very necessary to introduce actual cases to guide learning and simulate situational teaching in human resources classrooms. In case teaching, it is necessary to focus on the problems that arise in the case, and then discuss around the problem and then solve the problem through discussion, while the scene mode teaching creates an environment close to the real scene and allows students to participate in practical operations. , Specifically to let students play a role in it, through the problems that arise in job management, students can experience the actual effects of combat, such as when performing job recruitment operations, training students in the process of recruitment process, content and screening In addition, students should also conduct related recruitment activities according to the actual requirements of the company. Through such situational teaching, students can be more comfortable in the application of theoretical knowledge, and at the same time, they will enrich the actual combat experience, and finally achieve Enterprise's demand for talents.

4. Conclusion

At present, there are three main problems in the courses of human resource management in applied ordinary colleges and universities. The first is that the teaching has no goals and the content cannot follow the development of the times. The second is that the system is not strong, and the third is that the teaching concept is backward. To change this phenomenon, the only way to change the teaching concept is to update the teaching concept, enrich the classroom content, innovate in the practical teaching, and not relax the curriculum construction. In the enrichment of the classroom teaching, the teaching ideas should be adjusted and the teaching content should be improved. Actively improve teaching methods and conduct interactive teaching. Students' practice is very important in human resource management courses. The effective use of social resources will release students' theoretical knowledge more effectively through practice, and finally reach the talents needed by modern enterprises. Human resource management courses in applied ordinary colleges and universities must be linked to the needs of enterprises, so that school education can keep up with the times and cultivate more talents for the society.

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