

Research on the Practical Teaching Reform of Economic Management Major

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Abstract: Economic management is a major that emphasizes students' practical ability. Economic management professionals should not only have solid professional knowledge, but also have the ability to analyze and solve problems. Therefore, we should construct a scientific and perfect practical teaching system in the teaching of economic management specialty so as to promote students to better absorb theoretical knowledge. At present, many colleges and universities in China have set up practical courses for economic management majors. However, there are practical problems such as single content of practical teaching, lack of teaching resources, and insufficient teacher resources. Leading to the practice of teaching is not satisfactory. The paper puts forward several reform measures for the problems existing in the practical teaching of economic management.

1. Principles of Constructing Practical Teaching System for Economic Management Major

The following principles should be followed in the process of constructing the practical teaching system of economic management specialty in Colleges and universities:

First, it is systematic. The practical teaching system of economic management specialty must be based on the characteristics of higher education and the law of talent development. Starting from the actual situation of colleges and universities, effective use of systematic and scientific methods. Through the study of practical courses, students can achieve the goal of mastering theoretical knowledge and improving practical ability. The so-called system refers to the organic integration of practical teaching system and theoretical teaching system in the teaching process of economic management specialty. They form a benign complementary system to avoid the disconnection between theory and practice. And we should analyze the relevance of every link of the practical teaching system to ensure the harmony and unity of teaching content, teaching methods and teaching forms. Second, the goal. The ultimate goal of practical teaching in economic management is to cultivate practical talents with strong practical ability to meet the needs of the social market and the vast number of enterprise units for higher economic management professionals. Therefore, the construction of the practical teaching system of economic management should be guided by this talent goal and realize the organic combination of academic education and vocational education. Reasonably allocate teaching resources and innovate teaching organization. Really improve students' practical ability and innovation ability. Finally, the normative principle. The construction of the practical teaching system of economic management should follow the normative principle to avoid the problem of randomness and disorder in the specific implementation process. Practical teaching system should be included in the scope of talent training mechanism, guided by the characteristics of running a university and talent training program. In order to ensure the seriousness and planning of the practical teaching system, the relevant documents and resources of various practical teaching should be integrated and standardized.

2. Problems Existing in Practical Teaching of Economic Management Major

Although experts, scholars, teachers and students attach great importance to the practical teaching of economic management specialty, they are also actively promoting the practical teaching mode. However, in the actual teaching activities, there are still some problems in the practical teaching of economic management specialty as follows:

First of all, the curriculum system does not highlight practical teaching. In terms of professional courses, most of the courses in Colleges and universities include theoretical courses and professional courses. Practical courses are included in professional courses, and there is no special practical courses. Although some colleges and universities have set up practical courses in the major of economic management, they have not brought the function of practical course resources into full play. It is impossible for students to really change from "follow-up" to "do it by themselves". The reason for the analysis is that there are few less classes, less courses, and lack of content. Students cannot combine learning with learning and cannot guarantee the effectiveness of practical teaching. Secondly, the school-enterprise cooperation flows in the form, and it is impossible to carry out actual productive training and on-the-job internship. Most of the economic management majors are management-related content. Unlike the engineering majors, the company not only has fewer internships, but also makes it difficult to create benefits for the company during the internship process. Schools are often passive in their cooperation with economic management professionals and companies. Even if some companies are willing to cooperate with the school to build an internship base, but limited to business management, trade secrets, management authority and many other factors, students can only go to the enterprise for shallow visits and exchanges. Intensive productive training and on-the-job internships are not possible, so students' internship effects cannot be guaranteed. Finally, the practice teaching evaluation system needs to be improved. At present, most of the evaluations of practical teaching evaluation of economic management in colleges and universities are not only the evaluation subject, evaluation content, and evaluation methods are too single, and the evaluation methods are not flexible enough. The imperfection of the assessment system makes students unable to accurately understand their comprehensive ability, and the reference value of the assessment results is low, which is not conducive to the effective docking of students' future professional posts.

3. Practical Teaching Reform Strategies of Economic Management Major

In view of the problems existing in the practical teaching of economic management specialty, it is suggested that the reform be carried out from the following aspects:

3.1 Adopting Diversified Practical Teaching Modes

Choosing the suitable practical teaching mode of economic management specialty is an important factor to determine the teaching effect. Different teaching modes have different characteristics, mainly including the following: First, simulated training. The so-called simulation training is to create a simulated environment close to the reality for students. In this simulated environment, students apply theoretical knowledge to practice and substitute it into the reality of role experience economic management, so as to improve their practical ability. Simulated training belongs to the form of school practice, which can fully mobilize the existing resources of the school and has strong operability. However, when applying this teaching mode, we should pay attention to the clear goal of simulation training and try our best to create a real simulation environment in order to better guarantee the teaching effect. Second, the combination of engineering and learning. That is to say, the students' learning and work are combined with each other. Students can work while learning, infiltrating the combination of engineering and learning, and can complete the study of theoretical knowledge before entering the work practice. Both methods can improve students' practical ability, but the combination of infiltration and engineering will have an impact on the progress and quality of students' theoretical study. The method of theory and practice will lead to the disconnection between theory and practice. In the specific implementation process, the teacher should make reasonable choices based on the actual situation of the students, and try to give full play to the advantages of combining engineering and learning. Finally, case teaching. Strictly speaking, case teaching also belongs to classroom teaching. The teacher chooses the real case to integrate into the classroom teaching based on the teaching goal and the teaching content. Teachers analyze the application of knowledge based on real cases, whose main purpose is to shape students'sense of reality. The application of case teaching method should pay attention to the

rationality and authenticity of case selection, so that students can feel the practicability of theoretical knowledge, and real cases can better shape the sense of reality.

3.2 Strengthen in-depth cooperation with enterprises

Scientific and reasonable school-enterprise cooperation can achieve a win-win situation between schools and enterprises. For schools, keeping good interaction with enterprises for a long time can improve their practical teaching level. For enterprises, the joint establishment of training bases with universities is not only an important form of corporate social responsibility, but also an opportunity to select talents. Therefore, the cooperation between universities and enterprises should be "mutually beneficial" and closely cooperate with enterprises through the strategy of "going out" and "inviting in". Schools can send students to participate in practical activities to help students practice theoretical knowledge and improve students' practical ability. Schools can provide activities such as technical training, information consultation, and management training for enterprises. Take on the corresponding corporate project topics and assist the company to do some work within its ability as a reward. In addition, enterprise management personnel can also be invited to walk into the classroom to guide students to practice teaching, which can compensate for the shortage of practical teaching teachers to a certain extent. It can also recruit some training courses for enterprises and provide adult education and training for enterprise employees. Strengthening in-depth cooperation with enterprises, so that students have more opportunities to go deep into the company for internships, and truly improve their practical ability through work practice.

3.3 Improve the scientific nature of practical teaching evaluation

Scientific and reasonable evaluation results are feedback of students' learning outcomes, and are an important reference for teachers to adjust teaching methods and teaching objectives. Therefore, the practical teaching of economic management professional needs a scientific and operability evaluation system. The focus of the assessment should be on the actual effect and substantive content of the practical teaching. Specifically, the following assessment methods can be used:

First of all, operational assessment. The so-called operational assessment is mainly to assess students' practical ability to operate. They no longer use the students' academic performance as the sole evaluation criterion, but objectively and comprehensively evaluate students according to different weights. Operational assessment is based on actual operation. In the actual assessment process, the teacher must create a more realistic assessment environment. Whether it is equipment facilities or post environment, it should be consistent with the environmental impact of the student's training. And try to be close to the real environment of the students to evaluate the true level of the students; the content of the assessment should be consistent with the daily teaching content; the assessment criteria should be set according to the job qualification standards set by the school and the social enterprise, and attention must be paid to the assessment of the industry and enterprises. Standards can make an objective assessment of students' actual work ability. Second, the work style assessment. For the economic management profession, which has no specific image works, the work style assessment is mainly designed for case teaching. The teacher first develops an imperfect case for the students. The students find problems, analyze problems and solve problems by analyzing cases. Put the theoretical knowledge into practice in the process of solving the problem, and finally form your own "work". In fact, for the major of economic management, the main purpose of work-based assessment is to evaluate students' ability to solve problems. Thirdly, comprehensive assessment. Comprehensive assessment includes written examination, interview and so on. Scientific design of written test papers, while focusing on the assessment of students' theoretical knowledge, also need to convert practical skills and knowledge into written test questions; interviews mainly evaluate students' language expression ability, interpersonal skills, innovative spirit, professional ethics and so on. Finally, the implementation of the "double certificate system". The so-called "double certificate system" means that students not only need to obtain graduation certificates, but also obtain relevant vocational qualification certificates, vocational skill qualification certificates and so on. For students majoring in economic management, the common vocational skill qualification certificates include computer grade certificates, assistant

marketers, market analysts, international businessmen, customs brokers, accountants, risk managers and so on, in order to realize the seamless connection between job skill assessment and social professional certification. Students should carry out vocational training in school to improve their professional quality and employment competitiveness, so that they can better adapt to the post and society. In a sense, this double certificate system is also one of the ways of students' evaluation.

4. Conclusion

In short, although economic management specialty has trained a large number of high-quality management talents for our country, there are still some practical problems in the actual teaching process, such as specialty construction, practice teaching reform and so on. For example, the practice curriculum system is not perfect, the cooperation between schools and enterprises is not deep, and the evaluation system of practice teaching is not perfect, etc. In response to these problems, the practical teaching of economic management should be reformed in depth, and the practical teaching system should be perfected through the adoption of diversified practical teaching models, strengthening in-depth cooperation with enterprises, and improving the scientific evaluation of practical teaching evaluation. Therefore, we will cultivate more complex and applied talents with strong practical ability for the society and enterprises.

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