

The Construction of Practical Teaching System for Economic Management Majors in Colleges and Universities

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Abstract: With the progress of the times, economic management has occupied an increasingly important position in the development management of the state and enterprises. Therefore, Chinese educators have begun to pay more attention to the economic management majors of colleges and universities, hoping to pass effective Higher education to train more professional economic management talents for the society. As far as the current economic management majors in colleges and universities are concerned, their practical teaching content is very scarce, resulting in the cultivation of professional talents who do not have strong practical ability. Therefore, the construction of practical teaching system has become the main direction for colleges and universities to strengthen their economic management professional teaching. This paper introduces the principle of constructing the practical teaching system, and puts forward some construction strategies in a targeted way. It hopes to provide some effective enlightenment to the economic management teachers of colleges and universities.

1. Introduction

Economic management is a profession that requires a high level of practical ability for students. However, surveys of current students in this major of colleges and universities show that many students have poor practical ability and cannot combine the professional and actual conditions they have learned. After entering the society and participating in the work, these economic management students also showed great incompatibility, and their own work ability did not meet the job requirements. In the new era, people pay more and more attention to the combination of knowledge and practice. Therefore, colleges and universities must accelerate the improvement of practical teaching and train more practical talents for the society.

2. Analysis of the Principles of Constructing a Practical Teaching System

2.1. Systematic

In the process of establishing a professional practice system, the construction personnel of each university must first adhere to the systemic principle. The construction personnel must first recognize the construction conditions of various universities and the availability of related resources, and understand the current development status and development trend of the economic management profession. Then, the university construction personnel will continue to cultivate from the concept of social talents in line with the current era, from the theoretical knowledge, practical ability and personal moral cultivation, so that students can be comprehensively improved in teaching. Although the current colleges and universities should strengthen the cultivation of students' practical ability, they must not blindly formulate the teaching system. They cannot separate the practical teaching from the theoretical teaching. If the practice teaching and the book knowledge are too different, then the practice is formulated. The teaching system does not have much practical teaching significance, and it cannot effectively help economic management students to improve their practical ability. Therefore, when determining the specific practical teaching system, the system developers must conduct relevant research to ensure that the experimental system and the theoretical knowledge teaching are organically integrated into one, and can systematically help the

economic management professional students[1].

2.2. Targeting

Colleges and universities offer economic management courses and enroll students in the teaching of relevant professional knowledge. The ultimate goal is to cultivate useful social talents for the modern society and meet the needs of the talent market for economic management professionals. However, in the traditional college education, the main purpose is to impart the theoretical knowledge, and it is not firmly integrated with the purpose of cultivating students, which leads to the lack of practical ability of students[2]. Therefore, in order to improve students' practical ability and cultivate more social talents, colleges and universities should reform their teaching models and integrate more vocational education into theoretical knowledge education, so as to have a more targeted teaching model. It is used in the teaching of all current economic management majors in colleges and universities to achieve the improvement of students' practical ability and to adapt to their work after entering the society.

2.3. Normative

For some practical teaching systems established by some universities, although they have a perfect teaching system, in the specific implementation process, due to the improper operation of college teachers and the lack of clear understanding of the system, the practical teaching content It cannot be effectively and effectively implemented, and the practice teaching process in the entire university is disorganized. Therefore, after the completion of the system, the system staff should conduct centralized guidance to the university teachers to understand the specific implementation methods and systems of the system. In addition, colleges and universities should also comprehensively reform their syllabus, teaching curriculum and teaching assessment standards according to their practical teaching system, and formulate relevant teaching norms to ensure that all teaching processes in colleges and universities can be compared with the practical teaching system. The combination makes the teaching system smooth and easy to implement and manages the relevant management personnel[3].

3. The Relevant Strategy Analysis

3.1. Changing the ideological concepts of college teachers and students

To establish a reasonable professional practice system in the economic management majors of colleges and universities and to ensure their effective implementation, the first thing for all colleges and universities is to change the ideological concepts of college teachers and students[4]. For most teachers and students in colleges and universities, although they understand that practical ability teaching is important for students, they do not have a clear concept, and most people only attach importance to the traditional teaching mode. For the study of theoretical knowledge, even if there is an opportunity to cultivate practical ability, few teachers and students actively participate in these activities. Therefore, in order to change the ideological concept of college teachers and students, colleges and universities should first formulate a reasonable propaganda policy and increase the propaganda of practical teaching concepts, such as posting some slogans on practical teaching knowledge in schools, and conducting some practices on a regular basis. Teaching seminars and holding practical knowledge contests create an atmosphere in the school to actively improve practical skills. In addition, the school should also increase the degree of openness to the outside world, so that more off-campus enterprises can enter the school and communicate with students, so that students can understand the demand standards of these enterprises. Under the influence of these series of school initiatives, the ideological concepts of college teachers and students can be changed subtly. The internship deeply recognizes that practical ability is an important prerequisite for students to adapt to society after entering the society[5].

3.2. Formulating teaching objectives for cultivating social talents

According to the principle of the goal of the practical teaching system, universities should

cultivate social talents as their main teaching goal. For economic management majors, the requirements for students' practical ability are much higher than those of other majors. Therefore, universities should also develop more rigorous practical teaching objectives according to the characteristics of the profession. In the process of establishing the practical teaching system with this goal, each university should first set up a series of teaching plans and teaching contents, and then integrate the various new teaching plans and teaching contents based on the original teaching system. Go to it. Colleges and universities should also identify and analyze the new teaching process to ensure that these new teaching programs and teaching content can show the teaching philosophy of cultivating social talents as a teaching goal, and truly help students and improve their practical ability.

3.3. Adopting a variety of practical teaching methods

In traditional college teaching, classroom teaching is its main teaching method. In classroom teaching, teachers only teach textbook knowledge and do not teach students excessive practical ability. In order to achieve the purpose of improving the practical ability of economic management students, universities should also enrich their teaching methods and apply more practical teaching methods in the teaching process. First of all, colleges and universities should arrange more extracurricular teaching activities, so that students can not only carry out theoretical knowledge in the classroom, but also carry out some activities in the classroom to achieve the purpose of improving their professional practice ability. Secondly, colleges and universities can also offer some skills training courses. Students can be trained in skills and simulated tests. During the training process, teachers can also take a single training and comprehensive training, that is, firstly for students. Training and study, and then combine all the skills for training and study, so that students can learn skills and learn skills step by step, and strengthen students' ability to master practical skills[6].

3.4. Providing students with an effective practice platform

Whether the practical teaching system can be established or not is inseparable from the establishment of an effective practice platform. For economic management majors, many of their practical activities need to be carried out on the corresponding practice platform, which requires universities to create a reasonable practice platform and provide sufficient practical equipment. In many current colleges and universities, due to the lack of attention to students' practical ability, there is no place in the school that meets the students' practical activities. Therefore, even if some colleges arrange practical courses, students can't play in the right places, which leads to these practices. The course can only evolve into a break for students to entertain, without any practical teaching significance. Therefore, in response to this phenomenon, colleges and universities should also step up the establishment of a practical platform for the school. According to the teaching content of the economic management major, students should purchase corresponding practical equipment to facilitate students to use in the practical classroom. In addition, colleges and universities can also cooperate with some off-campus institutions to rent their venues for the practical teaching of economic management students in colleges and universities.

3.5. Joint training of schools and enterprises

Allowing students to actually enter the actual work is the most effective way to cultivate their practical ability. Therefore, colleges and universities should change the traditional school teaching mode and create a way for schools and enterprises to jointly train professional practice talents. Under this teaching mode, universities should strengthen cooperation with off-campus enterprises, sign certain internship contracts with these off-campus enterprises, and then arrange for their economic management students to practice in these enterprises. On weekends, Monday to Friday, I still have professional knowledge on campus. Under this mode of school-enterprise joint training, students are generally able to obtain certain internship wages from enterprises, so they are also called a work-study learning mode. Through this teaching mode, students can not only serve themselves. Earn a certain amount of living expenses, and also experience the way of working after

entering the society in advance, thus greatly improving their practical ability and social adaptability. After these students graduate, they can quickly become the economic management used by modern society.

3.6. Establishment of practical teaching assessment standards

If colleges and universities do not have reasonable standards for practical teaching assessment, then their practical teaching system will lack certain effectiveness in the implementation process. Many college teachers and students may ignore the regulations stipulated by the relevant teaching system because of different concepts. Therefore, colleges and universities should also establish a sound evaluation standard for practical teaching on the basis of their practical teaching system. The content of the assessment must be closely related to the professional knowledge and practical courses that students are learning, and should not deviate from the teaching objectives of economic management students. In order to improve the importance of teachers and students to the assessment, colleges and universities should also use the assessment results as an important part of the evaluation of students and teachers. For example, colleges and universities can set up practical scholarships to reward students who have outstanding performance in the practice assessment process. For classes with a high level of overall practical ability, they should also be rewarded for their class teachers, and they should be prioritized when conducting job title selection.

3.7. Introducing science and technology into practical teaching

Due to the development of modern science and technology, colleges and universities can also introduce many science and technology into practical teaching, thus enriching students' practical activities and making them have more powerful driving power of practical knowledge. For example, some economic management simulation software, the software is embedded in many real life, economic management possible scenes, and allows users to choose the processing method according to these scenarios, according to the results of their selection to judge the user to the economy. The mastery of management knowledge and the corresponding practical processing capabilities. Therefore, college teachers can use these simulation software when teaching students practically. Teachers can use the computer to set up some special scenes for these softwares in advance, and then let the students analyze and process them in these simulation scenarios, and then guide the students according to the results of the students' processing, so as to improve the students' theoretical knowledge and practice. The ability to combine.

3.8. Balancing the contradictions inside and outside the school and doing a good job in teaching supervision

After the establishment of the new teaching system, there will be some short-term contradictions in and out of colleges and universities. If colleges and universities cannot effectively resolve these contradictions, it is likely to hinder the normal implementation of their practical teaching system and affect the talents of colleges and universities. Train the plan to proceed. Therefore, when the system is established, the system developers should conduct relevant public opinion surveys, and then make appropriate modifications based on their survey results to reduce the occurrence of contradictions in the operation of the system. For the contradictions that have already occurred, the system developers should also analyze them, determine the causes and consequences of the contradictions, and then solve them in a targeted manner. In addition, colleges and universities should also develop a good teaching supervision system to supervise the implementation of the practical teaching mode to ensure that the teaching system can be smoothly integrated into the teaching of colleges and universities.

4. Conclusion

For the country or enterprise, economic management is one of its core tasks. Therefore, the talents of economic management are also the talents that human society needs very much at any time. It is hoped that some of the strategies mentioned in this paper for the construction of

professional practice teaching systems in colleges and universities can be used by relevant personnel to make certain contributions to the training of economic management professionals in China.

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