

Innovative Application of Situational Simulation Teaching Method in Higher Vocational Management Course

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Abstract: Management is a subject with strong practicality. It is not only a science, but also an art. The teaching of management course in Higher Vocational Colleges requires students to improve their practical management ability and enhance their management quality on the basis of mastering the basic theory of management. Situational simulation teaching method is based on cases or situations. By creating vivid, vivid and simulated teaching situations, students can be guided to study independently and inquiringly, thus arousing students' interest in learning. In the course of the management of this course of management, if the teacher only imparts knowledge, such a single method of teaching can easily lead to the disconnection between theory and practice, affecting the level of class. The scenario simulation teaching method encourages students to actively participate in the course teaching through the implementation of the student-centered teaching mode in the teaching process, and realize the teaching effect of theoretical guidance practice.

1. Introduction

Higher vocational and technical education is an important part of higher education in China. The basic task of Higher Vocational and technical education is to train technical applied talents, to meet the needs of society, and to cultivate technical applied ability [1]. As a highly practical specialty, management specialty requires students to master the basic theory and viewpoint of management, at the same time, it also needs to cultivate students' ability to apply theoretical knowledge to practice [2]. The teaching of management course in Higher Vocational Colleges requires students to cultivate the application of management theory on the basis of mastering the basic theory of management. Improve students' practical management ability and enhance students' management quality. Scenario simulation teaching method is to create different situations close to the real environment or actual work according to the teaching objectives and content of the management course [3]. Students play different roles in this situation, and practice learning through role-playing to achieve knowledge transfer and ability improvement [4]. In order to further improve the initiative and enthusiasm of students, teachers need to constantly innovate teaching methods. Scenario simulation teaching method enables students to combine theory and practice to improve students' learning efficiency.

In the teaching process of higher vocational management courses, the common phenomenon is that the curriculum is theoretically strong and lacks the development of practical teaching links [5]. Even if colleges and universities arrange practical teaching links, they cannot find suitable internships. As a teacher, how to make it easier for students to learn the basic theories, knowledge and methods of management, and to combine theory and practice has always been an eternal subject that is being explored and practiced [6]. In the course of the management of this course, if the teacher only imparts knowledge, such a single method of teaching can easily lead to the disconnection between theory and practice, affecting the level of class [7]. The best way to study management major is to combine theory with practice effectively, but it is difficult for students to implement this method in their study at present [8]. Among many practical teaching methods of management foundation, situational simulation teaching makes students participate in it and play various roles, which is undoubtedly interesting. Scenario simulation teaching method needs innovative application and practice according to the characteristics of higher vocational education teaching, so as to cultivate professional and technical talents adapted to the needs of enterprises

with economic development.

2. The Significance and Function of Implementing Situational Simulation Teaching Method

2.1 Stimulate Interest in Learning

Scenario simulation teaching method is a heuristic, discussion and interactive teaching form. Through the simulation and reproduction of the environment and process of the management event, students can find problems in management in the simulation scenario [9]. In the traditional classroom teaching mode, teachers are often the mainstay and students are the dominant. It is difficult for teachers to focus on the individualized development of individual students and to require students to solve the practical problems independently. At present, the main problems in the teaching process of higher vocational management course in our country are the separation of theory and practice, and the teachers' basic theoretical knowledge is very rich and full. However, the lack of practical experience in enterprise management will result in insufficient practical guidance for students and lack of practical learning in the teaching process. The main purpose of classroom scenario simulation is to train students' ability to use theoretical knowledge to solve practical problems. The basic premise of applying scenario simulation teaching method is that the teaching content should be situated appropriately.

2.2 Enhancing Team Spirit

In the process of situational simulation teaching, students are always around. Students are the main body of teaching activities and management. Students take the initiative to participate in the teaching process. Specific management simulation training content is the practice of learning to simulate the establishment of enterprise organization, the operation of leadership skills, command coordination and communication skills. And control the improvement of management ability, so that students' comprehensive management ability can be integrated and improved. Situational teaching is close to actual work. Such teaching methods can make students immersive and enhance the understanding of theoretical management knowledge in the process of simulation practice. The incompleteness of the case is conducive to the students' imagination and their ability to analyze, judge and solve problems. Under the situational simulation teaching mode, students are the mainstay and teachers are the dominant. Practice has proved that it is an effective teaching method to improve students' comprehensive quality and management practice skills.



Fig. 1 Talent information integration management network structure system

To correctly understand and deal with the difference between the simulation situation and the actual work, in some cases, the actual work can be fully simulated. The context of the design should be suitable for teaching and simulation, suitable for summarizing the knowledge points and suitable for the actual operation of the students. According to the progressive relationship of professional knowledge, the experimental teaching of management major in Higher Vocational Colleges consists

of basic experiment, course experiment and comprehensive experiment. Knowledge and technological innovation, as the two main driving forces, need to cultivate financial management talents with good scientific and cultural literacy, solid professional foundation, strong self-learning ability and innovative ability. Fig. 1 is the network structure system of talent information fusion management.

In the situational simulation teaching method, the information flow of the teaching process is two-way, and it is around a certain knowledge point to be taught. From the practice, case and related materials, collect the corresponding materials and design a certain situation simulation scenario. Through the communication analysis in the situation, the students improve the ability of the theory to connect with reality and analyze the ability to solve problems. Scenario simulation teaching is generally a work task and a student work page that are sent to the situation theme in advance, and the work task clarifies the main requirements of the situation [10]. In the simulated environment, it can be used in practice. On the one hand, it can check the students' learning situation through scenario simulation. On the other hand, it can also strengthen the students' grasp of basic theoretical knowledge in the process of continuous practice. After the drill, it is necessary to analyze and summarize. Firstly, each drill group should introduce, analyze and summarize the drill of this group. In order to understand each other, learn other people's good methods, good ideas. Flexible and diverse modular elective courses can be set up according to the credit system. Secondary vocational school graduates who have completed the required credits and achieved the corresponding credit points have met the requirements of Higher Vocational entrance, and can enter higher vocational education.

3. Application of Situational Simulation Teaching in Higher Vocational Management Course

Management is a discipline with strong practicality. It is both scientific and artistic. Through the study of this course, students can understand the management principle and master the management technology. The teaching content of management courses in higher vocational colleges is mainly close to the needs of enterprises for managerial talents and management development of enterprises. So in the process of teaching, it is necessary to create and simulate as many kinds of real management environment as possible. Real life problems often have many different solutions. Therefore, scenario simulation based on real life should also encourage divergent thinking and encourage students to think from different perspectives. Scenario simulation can enable students to use the basic knowledge of management to analyze economic phenomena and solve practical management problems based on ever-changing management problems and environments. It emphasizes the practical ability of human intuition, Abstract thinking, organizational coordination, and self-development.

The teacher combines the innovation and entrepreneurship education according to the management teaching content, and reserves the necessary preparation time. It can also make the arrangement of the next simulation class when the last lesson is about to end. The data mining process in the analysis generally consists of five main stages of determining the analysis object, data preparation, data mining, result analysis and knowledge assimilation, as shown in Figure 2.

In the application process of the scenario simulation teaching method, it is necessary to flexibly deal with the relationship between the teaching material content and the simulation scenario, and it is not possible to deviate too much from the teaching material. During the live drill, the atmosphere is created as realistic as possible, such as the layout of the scene to make the students feel as if they are there. A realistic scene helps students get into the role as quickly as possible and stimulates students' interest and creativity. Teachers and students should strengthen communication and communication. Teachers should actively follow up the students' simulation teaching activities according to the teaching content of management, and provide targeted guidance and timely comments. Situational teaching method has set up a large number of relevant cases in the teaching of management, aiming at strengthening the cultivation of students' application ability. To enable students not only to have theoretical knowledge, but also to have the ability to apply. In the process of creating scenarios, it is necessary to fully embody personal style and characteristics, not to be

uniform. Otherwise, it will result in students'lack of interest in scenario simulation teaching activities, and it will be difficult to achieve the significance and purpose of scenario simulation teaching method.

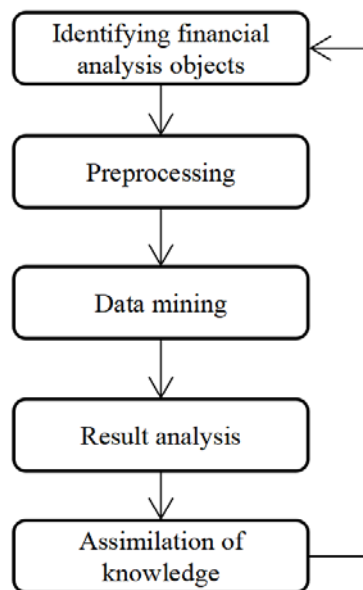


Fig. 2 Data mining process in analysis and management

4. Conclusion

Situational simulation teaching method plays an important role in the teaching process of management courses in Higher Vocational colleges. It can provide an effective platform for students to guide their theory and practice. The application of scenario simulation method in higher vocational management teaching enables students to acquire personal experience and summary of knowledge and skills, which is conducive to students'familiarity with the real working environment and occupational positions. Each person completes the links in the company process independently or collaboratively according to different post requirements, which not only enables students to have insight into the rules of business activities, but also enables students to live in a real professional atmosphere. In the process of scenario simulation training, create a variety of teaching methods such as simulation company expansion training, and carry out innovation and entrepreneurship teaching. The situational simulation of many management practices requires expensive facilities that are difficult to achieve under normal teaching conditions. Therefore, if you can combine the scenario simulation teaching method with classroom teaching, case teaching, and social practice in teaching practice. For those who have obvious mistakes or one-sided understandings and opinions, it is necessary to make it clear that students can recognize their mistakes and avoid making similar mistakes in the future.

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