

Exploration on the Reform and Practice of Ideological and Political Education in the Course of Management Principles

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Abstract: The management principle is a class of basic course in economy and characterized by a certain theoretical and methodological guidance. If we want to improve its specific teaching effect, we must strengthen the practice teaching of the Principles of Management. The traditional teaching methods are revised, and the basic teaching methods are innovated. In the previous teaching work, the course of management is always theoretical knowledge, how to apply the knowledge learned in school to the work, the teacher of management principle teaching gradually realize this problem and constantly think about it and then reform the course of management.

1. Causes of Course Teaching Reform of the management principles

With the progress of the times and the continuous development of scientific Internet technology, the contemporary society for personal talent and personal quality of the demand is getting higher and higher. For modern enterprises, employees in addition to their own excellent professional ability, comprehensive ability and quality more strong and more attractive to enterprises, but also expect them to work in a strong sense of responsibility and career, with a sense of market competition and open sense. Secondly, the basic ability to manage the scope of its own interpersonal circle and knowledge mastery also needs to have proper decisiveness and practical ability.

In summary, for individuals, the overall development and will have the professional ability to maximize the comprehensive development is the necessary conditions for modern talent. In the traditional concept, the course of "Principles of Management" is only for the enterprise management system research and exploration, for today's times, their own talents and knowledge and their own work and life time also need to be managed, so as to maximize their own, for the company to bring the greatest value. Employees who manage their self-conditions and practice sit in are the most popular talents in modern enterprises.

Therefore, the teaching content of "Principles of Management" also needs to keep pace with the times, improve the specific management level, and carry on the basis of theoretical guidance and practical activities. The main purpose of the Principles of Management is to teach students how to manage, and in this process it is necessary to assemble political thought and teaching. University is the process of college students changing from the role of students to the role of employees, and the learning environment of colleges and universities is completely different from the environment of social marketing and enterprise production. The teaching reform of the course "Principles of Management" must be premised on students being able to play and apply management knowledge in the workplace. At the same time, this part of the management knowledge should come from the summary of workplace experience rather than textbook ideas. For example, improving the student's team management ability and self-management ability to the workplace over-development, and in the workplace can give full play to the role of management principles for personal management and business management as a prerequisite for the development of the teaching model. By allowing students to strengthen self-management and practice in the enterprise, we can strengthen the feasibility of the curriculum reform of "Principles of Management".

Meanwhile, the principle of management courses in colleges and universities due to the strong theoretical and practical poor, with the increasingly high demands of professional technology in recent years, more students choose elective professional practice strong, fewer and fewer students taking the course. As shown in FigureI, the principle of management elective courses in middle

school students in colleges and universities from 86 % in 2015 down to 37%, only 3 years away, the principle of management courses in student popularity index fell 50%.

Meanwhile, as shown in figure II shows the popularity of college students in the College of Technology courses increased almost linearly rising. This shows that learning to make better use of knowledge in the work to their advantage was the work of contemporary college students most want to learn skills. The management principle in the theory of knowledge exist in the books more, for use with reality gap. Therefore, the principle of management need to reform, need more practice.

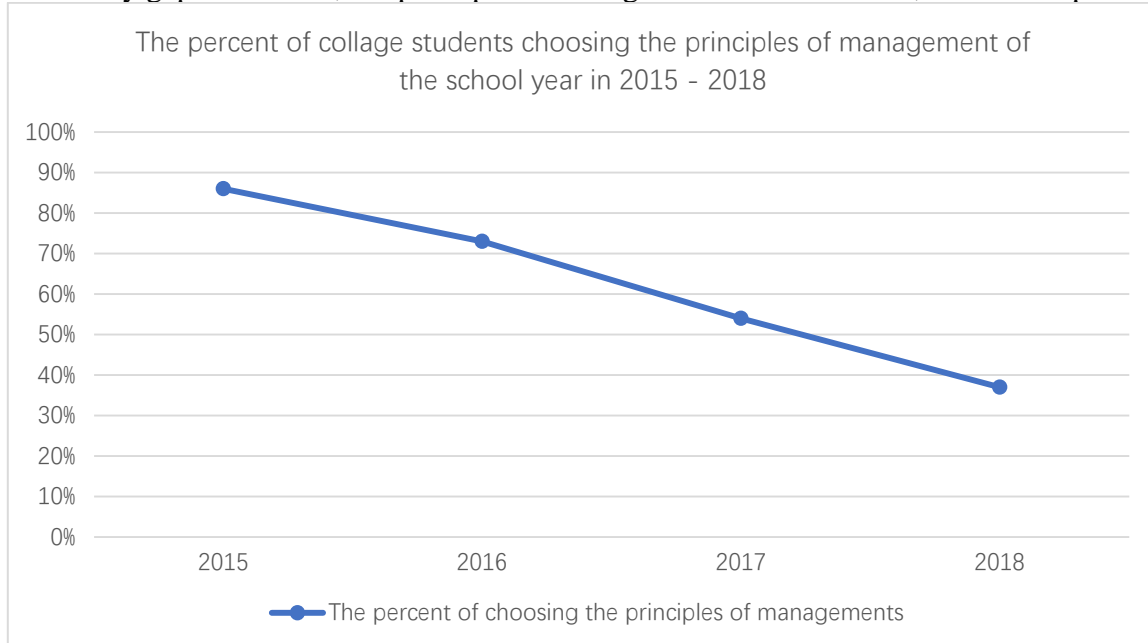


Figure 1

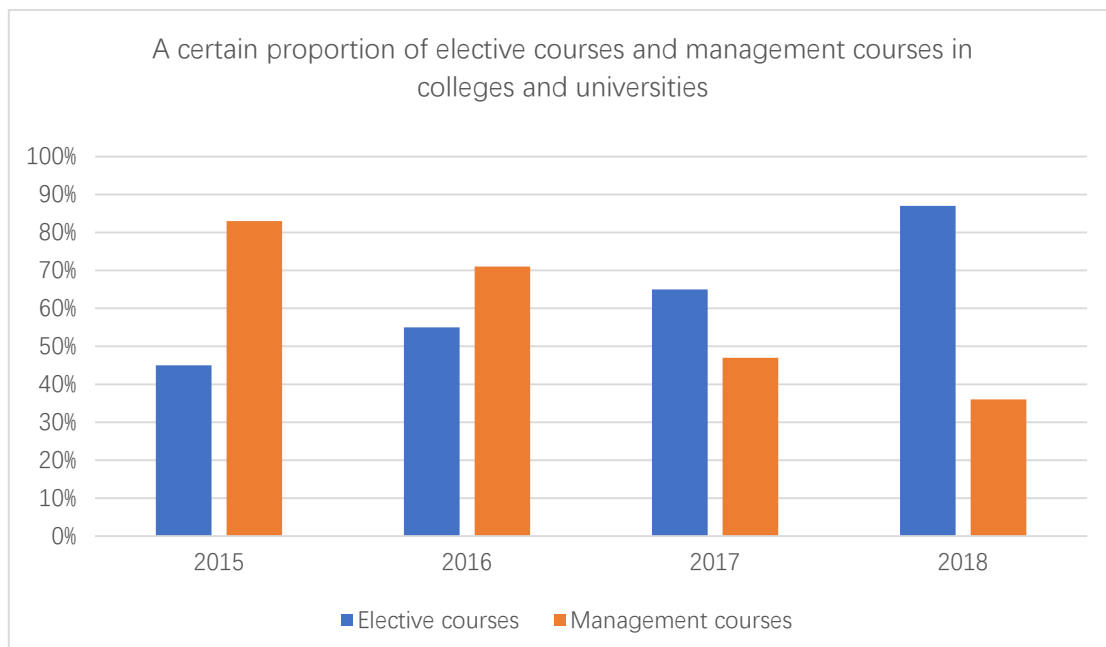


Figure 2

2. Methods of Teaching Reform of the management principles

2.1 Streamline the management principles theory of knowledge

The management principle in the theory of traditional knowledge is too large, and most of the knowledge does not apply to the development of the times. Therefore, the course most of the ideas that have been eliminated by the times you want to discard, joining the modern management

concept. Students only need an intuitive understanding on the management of knowledge, for different industries and different companies need to get the experience from practice. Teachers will be tedious summary consolidation of knowledge management and transfer to the student, is based on the premise of the principles of management in the curriculum reform.

2.2 The principle of management courses teaching methods and ideas

Firstly, use the teaching methods of recent case studies. The focus of this approach is on recent case studies, and no further analysis of business success or failure cases from a decade ago or in the last century is any more. It is obvious that such teaching methods are closer to the competitive environment in the workplace that students face after employment. Students can learn the basic concepts and management methods of the basic "Principles of Management" in the way of self-study before class, and the teachers in the classroom will then select some relevant cases, explain the basic concepts and management methods of the Principles of Management through the cases, and finally let the students discuss the cases. Students can learn to learn from themselves, through practical cases to enable students to consolidate the basic concepts learned, and finally guide students to learn to self-reflect. This process enhances students' basic collaboration, communication, strategic action, planning, and self-management skills. This kind of learning is more influential and applied to work and study than directly imparting the knowledge of the Principles of Management. In addition to the role of guidance, teachers can also participate in discussions with students, which is also an important method of teaching this course.

Secondly, strengthen self-learning. For the previous textbook concept knowledge can not be discarded, this part of the knowledge can be used as students' self-study materials, so that students in the after-school rest time self-study, through the post-reading feeling and other ways to let students sum up the study process, teachers should also make a corresponding evaluation of the students' learning results and provide some learning methods. When it is necessary, the teacher can supplement and explain it.

Finally, it can be an experiential learning in the classroom, which is a practical lesson in a modern classroom. In addition to going to real enterprises to study, in the university to establish simulation units, etc. is also worthy of introduction in the university classroom. For example, in a class or grade or even in the same school, set up a simulation business. Divide different classes into different units in the enterprise, show their professional characteristics, and provide all students in the class with an important platform to serve the team organization and demonstrate their talents. Teachers can also train students based on their own work management experience. Through simulation recruitment, simulation of competition, simulation and customer negotiations, so that students can effectively feel the company's talent selection standards, to help students determine specific learning goals, improve their comprehensive ability.

The teacher of "Principles of Management" not only teaches students the basic theoretical knowledge, simply completes the relevant teaching tasks, but improves the students' comprehensive literacy and cultivates the students' important ability of team management and self-management. After the rise of the practice course, the teachers of "Principles of Management" also have new requirements, the teachers of the course need to have a wealth of theoretical knowledge and practical experience, but also to effectively guide and organize students to carry out creative activities. Teachers should understand the changing management model and demand standards of enterprises, not only to use traditional teaching methods, teachers need to understand the industry and the basic laws of enterprise management, and have the basic ability to guide students to participate in the industry and enterprise management. The course should not be extended in the assessment of the traditional examination method, the traditional score standard to carry out the assessment.

The traditional way of assessment is only to check the learning of knowledge, not to check whether students in work and life in the use of the knowledge learned in the course. Therefore, the assessment method of the "Principles of Management" course also needs to be reformed. The course's study mainly includes the study theory knowledge and practice exploration two aspects, so

the assessment score should also be composed of these two parts. For the Principles of Management course, practical exploration is more important than learning theoretical knowledge, because even if you do not learn theoretical knowledge, you can slowly acquire this part of knowledge in practice, but it is slower and less efficient. Colleges and universities must innovate on the basis of the basic concepts of closed-volume examination in the past. In the assessment of the student's learning effect throughout the semester, it is necessary to combine the performance of the students' usual activities and the effect of self-management to be assessed. At the same time, in addition to the teacher's score, you can also use the class of students to rate each other in a comprehensive assessment. This not only results more fair, but also let students participate in the class this small collective management, which is also the "principle of management" curriculum practice.

Through the reform of case analysis method, self-learning method and assessment method, the course of "Principles of Management" can make students benefit more. Students can learn in such ways of learning, not just to recite concepts in books, and relearn by spending more on practice after entering the workplace. The reformed Principles of Management course is not only a transition for students to enter the workplace, which is the most fundamental purpose of the course.

3. Conclusion

In the continuous development of society, enterprises in order to adapt to the changes in society in the demand for talent is also changing. For the requirements of talent is not only professional knowledge, more welcome by enterprises is to adapt to social change squick lying to talent. Society is changing, colleges and universities must also change their own educational concepts in response to social changes, so that the talents they train meet the needs of society and create value for society. "Principles of Management" as a professional basic course has a strong theoretical, because students do not have any social work experience, so it is difficult for students to produce an intuitive understanding of management.

Colleges and universities play an important role in this process, colleges and universities need to combine the characteristics of students and social development as a prerequisite to enhance the link between students and practical management, so as to enhance the comprehensive quality of students, so that students can quickly adapt to society after graduation, create value for enterprises, so as to achieve their own value.

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