Thoughts on Implementing Experiential Teaching Method of Organizational Behavior Course

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Abstract: Organizational behavior courses have strong application characteristics. Using traditional teaching methods alone is not conducive to the cultivation of students' practical ability, and experiential teaching methods can make up for their shortcomings. This article takes the proposal and connotation of experiential teaching method as the starting point, and focuses on the application of experiential teaching method in organizational behavior courses and the issues that need attention, in order to provide reference for teaching practice.

1. Introduction

At present, experiential teaching has received widespread attention as a teaching philosophy and teaching method. The experiential teaching method is a teaching method that integrates the three factors of cognition, context and behavior. It emphasizes the subjectivity of students in teaching activities, and makes students unaware of the curriculum experience through teaching activities Unconsciously obtain the unity of intellectual and non-intelligent factors. Organizational Behavior, as a core course for management majors, is a comprehensive management discipline that integrates management, psychology, sociology, and behavioral sciences. It emphasizes the cultivation of students' practical ability and the improvement of comprehensive quality. The teaching characteristics of experiential teaching method are highly consistent with the teaching goals of organizational behavior courses[1]. Therefore, how to effectively use the experiential teaching method to make students better absorb the knowledge of organizational behavior and apply it to practice is a question worthy of our consideration.

2. The Proposal and Connotation of Experiential Teaching Method

The experiential teaching method was originally proposed by American scholar David Cooper in the 1980s. 1 He believes that experience is the beginning of effective learning. People experience a strong inner experience after experiencing it personally, thereby deepening their understanding of knowledge and forming a systematic theoretical system to guide practice. The idea of experiential teaching also has its profound ideological origin and practical exploration in China. For example, Confucius once proposed that "walking thousands of miles to win ten thousand books" contains the teaching concept based on experience. In 1999, the National Youth Work Commission in the sixth part of the National Youth Work Report of the sixth part of the work clearly put forward the "experience in practice" educational thought. In 21999, the basic education curriculum reform was officially launched in China. The purpose of this reform is to realize the reform of teachers 'teaching methods and students' learning methods, and change the single teaching model centered on receptive learning. In 2001, China promulgated the national curriculum standards for various subjects of compulsory education[2]. Each subject is described in terms of course goals in terms of outcome goals and experience goals. 3 Therefore, experiential teaching methods have gradually received attention in teaching research in China, and scholars have given different connotations to experiential teaching methods from their respective perspectives. The author believes that experiential teaching method is a method to restore or reproduce the teaching content by clarifying the subject's subjective position in the teaching and artificially creating real or simulated situations,

which will cause the students to have a sensory experience of the teaching content, thereby deepening the teaching content Understanding, a teaching method to improve students' ability to use knowledge.

3. Application of Experiential Teaching Method in the Course of Organizational Behavior

Organizational behavior is a science that studies the regularity of people's psychology and behavior in a certain organization, and improves the ability of managers to predict, guide and control people's behaviors in order to successfully achieve the expected goals of the organization and improve the individual satisfaction of organizational members. Specifically, organizational behavior is an applied theoretical discipline, and more research is being conducted on applied technologies and methods to improve management effectiveness[3]. Therefore, the course nature of organizational behavior determines that it is extremely necessary to introduce experiential teaching methods into practical teaching.

3.1 Application of Scenario Simulation

Generally speaking, in specific and vivid scenes, it is more likely to cause students 'sensory and emotional experiences, thereby deepening students' understanding of teaching content and knowledge. Therefore, scenario simulation teaching method has become an experiential teaching method in the organization. One of the main teaching methods in behavioral teaching[4].

The so-called scenario simulation teaching method refers to the fact that the teacher artificially creates teaching situations based on the content of the lesson, and triggers the students' experiential learning. By clarifying the student's subject status in teaching activities and the two-way interaction between teachers and students, they form emotional and innovative Classroom teaching methods with humanistic values. There are two ways to implement the scenario simulation teaching method. A way to specify situational content, roles, words and deeds, and behaviors for teachers. Let students act strictly in accordance with the specified content, and feel the behavioral characteristics and inner psychological activities of different roles in specific situations through role-playing; the other way is just to indicate that some students play a certain role and let them act according to their understanding of the role and choose Other students, as observers, discuss whether the role-player's behavior meets the requirements of the role or finds a certain behavioral pattern. 4 For mock civil servant interviews, select 5 students as examiners, 15 students as examinees, and the remaining students as observers. Through simulated interviews with civil servants, students are guided to summarize the social perception deviations that are prone to occur in the process of human perception, thereby enriching the test-taking skills.

3.2 Application of Case Analysis

The Case Analysis Method, also known as the Case Study Method, was developed by Harvard University in 1880 and was originally applied to teaching practice activities for senior managers. After a long period of practical exploration, the case analysis method has been widely promoted in different fields. The so-called case analysis method refers to the use of cases as teaching media, under the guidance of teachers, and using a variety of methods to inspire students to think based on the content of the case. It uses theoretical knowledge to analyze, provide insights, and make judgments on the objective facts provided by the case. A method to improve students' ability to analyze and solve problems. Organizational behavior is a modern management science that gradually develops with the innovation of social organization forms and the increasingly complicated management methods. Its rich theory is not only derived from the thinking of wise men, but also from extensive social practices. It is decided that the introduction of case analysis method in the course of organizational behavior is conducive to the close combination of theory and practice, and is conducive to the cultivation of high-quality management talents. For example, in the teaching of competence and management content, students are arranged in groups to collect classic cases of successful leaders. Teachers select typical cases from this. The classmates analyze the competence composition and mechanism of leaders around typical cases. After that, he wrote a case

analysis report; in the teaching of temperament and management content, he took "Journey to the West" as a case to analyze, and analyzed the respective temperament types of the four teachers and apprentices to enhance their ability to identify temperament types based on their performance , Rich management experience.

3.3 Application of Game Teaching

Confucius, the great educator of our country, once said, "The one who knows is worse than the one who is good. The one who is better is one who is not as good as music." Music is human nature, and games will give people a pleasant psychological experience. The game method is a teaching method that combines games with teaching. It is designed to combine game content with teaching content to design game activities in order to make students immersive, produce inner experiences, stimulate original knowledge and experience, and form a new knowledge framework. Teaching methods. The fun of games can stimulate students 'curiosity and learning interest, let students actively explore the learning content in the process of making games, inspire students to think, and deepen students' understanding of knowledge. The teaching content of organizational behavior involves individual psychology, group psychology, and organizational psychology. How to accurately judge the personality characteristics and behaviors of members in management activities is the teaching goal to be pursued in organizational behavior courses[5]. The course content is highly abstract, and relying solely on the teacher's theoretical teaching is not conducive to students' understanding. For example, the teaching of the characteristics of perception in the teaching of perception and management content is suitable to use the game method of teaching. When explaining the characteristics of perceptual selectivity, it divides into groups of different numbers to make a "you compare me to guess" game, and allows students to cut through the game. Feeling that people are affected by subjective factors when they perceive information, they will unconsciously filter out information that they consider useless, and retain information that they consider useful, resulting in distortion of the information. The more people participate in the game, the more severe the distortion of information. The reason is determined by the characteristics of perceptual selectivity.

3.4 Application of Psychological Test

Psychological test method refers to the method of quantitative study of individual psychological characteristics using standardized psychological test scale. Generally speaking, the psychological test method is used to determine the existence level of certain psychological qualities of the subjects. Therefore, the psychological test method has been widely used in psychological research. Organizational behavior develops from management psychology, and it is a cross-disciplinary discipline of management and psychology. It mainly studies the psychology and behavior of people in organizational management, so as to understand the psychological activities and behavioral rules of individuals and groups. The application of the psychological test method in the curriculum of organizational behavior not only conforms to the curriculum nature of organizational behavior, but also can mobilize students 'learning interest, and increase students' comprehensive understanding of their personality traits. Relying on laboratory conditions, apply the temperament test scale in the explanation of temperament and management content, and apply the Cartel 16PF personality test, type nine personality test and type A personality test in the teaching of personality and management content, and think in the teaching of ability and management With intelligence test. Through the comprehensive application of the teaching method and the psychological test method, deepen students' understanding of knowledge.

4. Issues Needing Attention in Adopting Experiential Teaching Methods in Organizational Behavior Courses

The application of experiential teaching methods in organizational behavior courses can mobilize students 'learning interest, stimulate students' learning motivation, and improve the effectiveness of classroom teaching. However, in order to further enhance the application value of experiential

teaching methods, the following issues need to be paid attention to in actual teaching:

4.1 Handle the Relationship between Traditional Classroom Teaching and Experiential Teaching

The traditional teaching method is that the teacher determines the teaching content through his cognitive system before the lesson. The teacher is the main body in the teaching process. The teacher mainly explains the book knowledge, is the imparter of knowledge and one-way inculcator, and the student is the object of teacher teaching. The role of students is passive acceptance, one-way reception of listening, memorizing, and memorizing, which determines that their learning methods are to learn individually rather than each other. It can be seen that traditional teaching methods can transfer a large number of knowledge points in a short time through standardized teaching behaviors, which can help students increase the total amount of knowledge, but they cannot effectively help students understand the content of knowledge and improve their ability to transfer knowledge.

The experiential teaching method emphasizes practicality and pays attention to giving play to students 'subject position in teaching activities. It is hoped that the teaching form of enhancing students' sensory experience will mobilize students 'learning interest and deepen students' understanding of teaching content in the teaching process of entertaining. Effectively internalize professional knowledge into practical capabilities. Organizational Behavior Course is a highly applied course. The application of experiential teaching method in Organizational Behavior Course is in line with its curriculum characteristics, which helps students to understand individual psychology and behavior, group communication, leadership psychology and behavior-related content. Understanding and application, but in the actual teaching process, traditional teaching method and experiential teaching method have advantages and disadvantages, and need to be comprehensively used.

4.2 The Adoption of Experiential Teaching Methods Places Higher Demands on Teachers

Traditional teaching methods focus on the skills of teachers, that is, whether teachers can properly select teaching content, whether the teaching process is reasonable, and whether the teaching forms are flexible and diverse. The application of experiential teaching method in organizational behavior courses puts forward higher requirements for teachers, requiring teachers to change from skills to wisdom, and requires teachers to change from the "dominant" to "participants" in the classroom. Through the guidance of teachers, students are brought into the management situation, so that they have an emotional experience, internalize knowledge into their own abilities, and make students transition from "not wanting to learn" to "I want to learn" to "I love to learn". The effective application of experiential teaching method requires teachers to comprehensively control the teaching process at the macro level and carefully design teaching activities at the micro level. The use of appropriate teaching methods can fully stimulate students 'enthusiasm for learning, improve students' sensibility and creativity, shorten the school and society, The gap between theory and reality, to achieve the "Trinity" teaching goal of integrating knowledge transfer, ability training, and quality improvement, and to deliver high-quality talents for the knowledge-based economy and society.

4.3 Construction of Evaluation System for Experiential Teaching

The teaching evaluation system occupies an important position in the entire teaching activities. On the one hand, teaching evaluation is an evaluation of students' learning ability and learning effectiveness; on the other hand, teaching evaluation is also an evaluation of the teaching level and teaching effect of the teachers. 5 Whether the teaching evaluation system is scientific not only determines whether the teaching effect is good or bad, whether the teaching goals are achieved, whether the personnel training reaches the national standard, but also affects the teacher's enthusiasm for teaching and students' learning interest.

The evaluation of students 'academic performance in traditional teaching methods mainly refers to examination results, attendance, and homework. The evaluation of teachers' teaching effectiveness is mainly based on "student grading or evaluation". The traditional teaching

evaluation system is obviously not suitable for experiential teaching methods. Therefore, the application of experiential teaching methods in organizational behavior courses requires efforts to explore a more scientific and dynamic whole-process evaluation system, to achieve an effective combination of qualitative and quantitative, and to fully mobilize teachers to "teach" and students to "learn" Enthusiasm and initiative.

To sum up, the application of experiential teaching methods in organizational behavior courses can organically combine theoretical knowledge with practical activities, promote the improvement of students' learning interest, and enable students to change from passive learning to active learning. Various forms of teaching, exercise students 'thinking, improve students' comprehensive ability, and better adapt to the needs of society, so that students truly become the leader and beneficiaries of learning activities.

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