

Research in Teaching Problems and Reform Measures of Enterprise Management Course

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Abstract: *Enterprise management course is for a professional courses for majoring in economic management, there are some problems to be solved in the current enterprise management course teaching, this article through to the analysis of existing problems, puts forward the corresponding solution strategy, hope has the certain promotion to today's enterprise management course teaching.*

Keywords: Enterprise management; The practice teaching; Participatory teaching; The student role; The inspection way

1. Introduction

Enterprise management course has both theoretical science, but also has flexible artistry, need the students in the process of learning to understand and master the basic concepts of enterprise management, the basic principle and basic methods, and should attach great importance to the flexible application of enterprise management theory, strengthen the study and application of practice. Along with enterprise reform and the reform of higher education in the new century, the enterprise management emerged a series of problems in the course of teaching, so we need to the previous teaching mode innovation.

2. The existing problems in Enterprise Management Course Teaching

2.1 Lack of Practical Training Teaching

Enterprise management course is a course of needs the combination of theory and practice, theory is an abstract, strong practicality is the biggest characteristic. In the most current teacher's teaching way, most of the time to speak pure theory knowledge, very few teachers will practical teaching tasks arranged into their teaching activity.[1]All students cannot realize enterprise management business process. Management professional students employment after cannot meet the need of job skills, not for the connection of graduation and employment zero phenomenon is common in the present education.

2.2 Teaching methods are too single

Teacher plays an important role in students learning process, the teacher's teaching some teaching way needs to be changed, combining theory and case analysis seems to be a timeless teaching way, this way of teaching for a long time to make the classroom a lack of interest, to reduce the students' interest in learning. The students take the teacher as the only treasure house of knowledge, only from the teacher, what teacher speak, what they learn. Eventually caused the student to the unit after random individual situation. [2]

2.3 Some students lack of initiative

Enterprise management as a foundation course, occupies the important position. But most of the students feel some chapter theory is a bit abstract, gave up its probe; More some students think, affirmation is to go to work at the grass-roots level after graduation, management has nothing to do with them. Therefore, how to improve the students' job-hunting and initiative of learning and change their concept of learning is the enterprise management in the curriculum reform to solve the problem.

2.4 Backward Way of Evaluation

Enterprise management course most still behind the appraisal method, namely using fully the written test, this way of assessment is designed to investigate the students' ability to remember. But this way of assessment ignored the essence of enterprise management course, ignore to cultivate the students' ability to solve and analyze problems, and this way of assessment is run counter to the social needs and the training objectives of school. [3]

3. Enterprise management course teaching reform measures

3.1 Use Practice to Improve Students' Ability

Enterprise management is a strong practicality, operational discipline, can combine teaching and enterprise management, lead the students to study enterprise management problems needed to resolve in the discussion of the case material, teachers need to guide the analysis way of thinking, logic framework, requests the student to the objective in this paper, the point of view, to be justified, at the same time should pay attention to the information given by the case is not completely, enterprise is in certain decisions under the restriction of resources and environment, to make bold assumptions, the multiple perspectives analysis question; Or please enterprise top managers to do excellent lecture; Or in the classroom to role play, let the students directly involved in the management of the

enterprise, to learn as a manager should have the basic qualities; And we should make full use of existing management laboratory, and to encourage and organize students to participate in a contest or GMC challenge. [4]

3.2 Use participatory teaching method

By the student in the teaching of voluntary 5-8 "team learning", common to complete the practice training project assigned by the teacher; In human resources recruitment after the course, for example, can organize the student to carry on the simulation recruitment activities, divided by the students themselves recruiters and applicants, and then to carry on the roles were reversed, through actual participation, let students understand the matters should be paid attention to in applying for and the talent type unit hope. [5] Study group of teaching methods to make teachers gradually changed from imparting and supervisors to the director and coordinator, to improve the students' ability of autonomous learning. Also can pass by setting the scene, asking questions, and provide countermeasures, analysis of case discussion and interaction in a variety of ways to achieve full participation, interaction between teachers and students. According to the teaching goal to the students to provide a brief case related to the teaching content, make the students into some management situation. Ensure that there is a third of the time by the students interactive training.

3.3 Set up the "student-centered" teaching philosophy

Education center of gravity should be turned their attention from "teaching" to focus on "learning", the focus on "learning" and "remember" to "learn how to learn and think," by adopting diversified forms of classroom organization, including heuristic method of teaching, life scenario teaching, simulation teaching method, case discussions, debates and other forms, stimulate students' participation and thinking ability. Key need teachers create an environment that is vocal, encourage students to actively speak, maximum limit arouses student's enthusiasm and creativity, so that the students from the passive listener to active explorer, teachers from single to study management knowledge, the learning manager role is to plan, organize and control the students' learning and innovating continuously. [6]

3.4 Using the new evaluation way

3.4.1 Adjustment result conversion ratio

Recommends that the evaluation of this course is divided into two parts, the practical inspection and final inspection. Practical assessment grades account for 40% of the total grade, with quizzes, attendance and attitude, team work, individual assignments, classroom speech, in-class training report, course thesis, attaches great importance to develop the students' ability of practice, hands-on, real done; The final exam worth 60%.

3.4.2 Implement open evaluation

To cultivate students' innovation spirit and practice ability, we must break through the traditional evaluation of sealing ability, enhance the openness of the assessment, not just limited to the contents of the textbooks. Must adhere to the inspection scope in the process of assessment and three principles, methods, standards, and opening up, improve the students' autonomous learning and analytical problem solving skills.

3.4.3 Implement whole course assessment

Should be avoided in the process of assessment and a final examination paper decides the phenomenon of student achievement, insist to examine the whole process from beginning to end, namely the semester every stage of the process of learning to conduct periodic inspection, to strengthen the guide of students' autonomous learning and the degree of real learning assessment. Establish more links with the form a complete set of teaching methods and comprehensive evaluation system. [7]

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