

Reform and Thinking of Modern Enterprise Management Courses under the Background of New Engineering

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Abstract: In the context of the new engineering discipline, the modern business management course is regarded as a professional core course for engineering majors in colleges and universities. This course has become an important theoretical basis for the study of subsequent professional courses for engineering majors and the study of new materials forming technology. Based on the construction of "new engineering" and guided by OBE, cultivating engineering students to meet the requirements of the outstanding engineer class to train engineering applied talents. This article considers the teaching methods of the existing courses of "Modern Enterprise Management". Strengthen the improvement of students' engineering awareness and practical ability through the reform of teaching and academic evaluation methods. From teaching to examinations should be carried out in accordance with this idea, guiding students to change from passive learning knowledge to applying what they have learned.

1. Introduction

In the context of the new engineering discipline, the "Modern Enterprise Management" course is an important professional basic course^[1]. The main knowledge points of this course include the basic concepts of modern enterprise management, modern enterprise system, production management, human resource management, technological innovation management, quality management, financial management, marketing management and other important management aspects of material processing enterprises^[2]. These contents enable students to systematically master the basic theoretical knowledge and advanced management methods of modern industrial enterprise management. Help students understand the characteristics of industrial enterprise management and the requirements of reform and development. This course improves students' ability to use scientific business management knowledge and methods to analyze and solve practical problems in material processing business management^[3]. At present, many colleges and universities in our country have set up the course "Modern Enterprise Management" in materials and some mechanical majors, which reflects the importance of this course.

2. Curriculum Status and Thinking Measures

2.1. Curriculum Status

Modern business management courses are regarded as professional elective courses under the background of new homework. The credits of this course are relatively small, usually 2 hours per week. Management is the product of socialized production^[4-5]. All organizations that work together with people need to be managed. On the basis of understanding the enterprise, this course focuses on mastering the connotation of management, the nature and functions of enterprise management, and the development process of enterprise management. The main content and difficulties of the current course are as follows.

Table 1 The main content of the course.

Chapter name	main content	Key points and difficulties	Class
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			hours
1. General Introduction to Business Management	Understand the development of domestic and foreign enterprise management	The basic concepts, nature and functions of business management	2
2. Corporate Organization and Culture	The internal mechanism composition and division of powers of corporate governance structure	Concept and characteristics of modern enterprise system	2
3. Corporate Strategic Management	The emergence and development of corporate strategic management and the connotation of corporate strategy	The level and target system of corporate strategic management	4
4. Enterprise Marketing Management	Factors influencing product prices and price setting methods	The role of trademark and brand and brand strategy	4
5. Enterprise production management	The meaning and function of production management	Master the accounting method of production capacity	4
6. Total quality management	The significance of total quality management and its development	The content and establishment method of ISO9000 quality assurance system	2
7. Enterprise Human Resource Management	Human resources organization structure design, job design, salary design, performance appraisal and other content and methods	The content of human resource quality structure	4
8. Financial Management	Basic tasks, functions and management principles of financial management	Cost classification, cost composition and cost reduction measures of material processing enterprises	2
9. Technical Economic Analysis	Evaluation method of technical economic analysis	Time value of money	2
10. Enterprise Technology Innovation Management	Enterprise technology innovation	The content and strategy of enterprise innovation	2
11. Corporate Crisis Management	The Connotation and Basic Principles of Enterprise Crisis Management	The steps, mechanism and strategy of enterprise crisis management	2

At present, the total score of this course includes 70% of the final exam paper and 30% of the usual score. Among the test questions, key assessment content accounts for $\geq 45\%$, basic assessment content accounts for $\geq 40\%$, and reference content accounts for $\leq 15\%$. Difficulty and easy scores of test questions include about 5% for extremely easy test questions, about 25% for easier test questions, about 35% for medium difficulty test questions, about 30% for difficult test questions, and about 5% for high difficulty test questions. Among the test questions, objective questions account for 30-40%, while subjective questions account for 60-70%.

2.2. Currently Existing Problems

Nowadays, the education method of the course "Modern Business Management" is too restrictive. It adopts the cramming education method and rigidly completes the classroom education, which leads to the imbalance of the final education. At the same time, the teaching content of the course focuses too much on theoretical teaching and ignores practical applications. In the course evaluation system, the final exam results are still the main focus. The final exam written

test questions will be selected from the test question bank, but the content is old and lacks updates. In terms of teaching content, the professional colleges and universities that have opened the "Modern Business Management" course are relatively outdated in the selection of teaching content. They have not kept up with the development trend of materials science at this stage, and at the same time rely too much on the content of the syllabus that is out of professional background. , So that the content of "Modern Enterprise Management" for all majors is the same, failing to reflect the professional focus and professional characteristics. Therefore, the traditional teaching mode of the course has seriously affected the improvement of the teaching quality of the course and the overall training of high-quality applied talents.

2.3. Classroom Teaching and Learning Model Reform and Implementation Effect

(1) Combine classroom teaching with after-school experiments. Under the background of the establishment of the basic knowledge system of this course, both classroom teaching and experimental teaching adopt the training teaching and basic skills training mode, taking the regular teaching reform project as the guiding direction. Taking participation in undergraduate innovation and entrepreneurship projects and participating in corresponding professional competitions as the motivation, the teaching process of this course is full of vigor and vitality.

(2) Under the background of the new engineering subject, the OBE-oriented curriculum teaching reform of "Modern Business Management" should change the leading position of teachers to student-led, student-oriented, and use flipped classrooms to encourage students to improve their enthusiasm and learning. interest.

(3) At the end of the course, in order to test the students' mastery of professional knowledge, application knowledge, and problem-solving abilities in this course, highlight the "ability" training goal of engineering education certification, the evaluation method focuses on application and synthesis, supplemented by knowledge, the course uses Closed-book test. The total score of the final exam paper accounts for 70% of the total course score. The assessment items in the course are divided into normal performance (accounting for 20%) and experimental assessment (accounting for 10%). The usual performance includes classroom attendance, classroom. The performance of the completion of the work in peacetime, the specific evaluation scores and content are as follows.

Table 2 The academic evaluation scores and content of the course.

Evaluation item	Specific project	Itemized evaluation score	Main evaluation content
Usual performance 20%	Attendance	20%	Are you absent or late
	Classroom performance	30%	Speak, answer questions, discipline, etc.
	Usual homework	50%	Whether it is completed on time, the quality of work
Experimental assessment 10%	Attendance	10%	
	Experiment procedure	30%	Preview, practice, attitude, teamwork
	Experimental report	60%	Whether it is completed on time, the quality of the experiment report
Final exam 70%		100%	Answer quality Roll situation

According to the setting of the syllabus, the test question bank of the course is organized in advance. There are many types of questions, including multiple-choice questions, fill-in-the-blank questions, discrimination questions, judgment questions, comprehensive questions and short answer questions. According to the types of test questions in the test question bank, objective questions and subjective questions are determined. The test question bank should be regularly enriched, adjusted and updated, and constantly innovated according to the development of the subject and the teaching

requirements. The difficulty ratio of each test paper is, the ratio of easy, medium and difficult questions is generally 3:5:2. The question type focuses on the assessment of problem analysis and problem solving ability. Each test paper covers more than 90% of the teaching content of this semester.

3. Conclusion

In the context of the new engineering discipline, the OBE-oriented reform of the course teaching of the core engineering major course "Modern Enterprise Management" can improve students' enthusiasm and interest in learning. Compared with before the reform, the average score of this course has been greatly improved, and the passing rate has been significantly improved, achieving the desired effect.

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