Research on Teaching Reform of Business Administration Specialty in Higher Vocational Colleges Based on the New Era

Chengping Yi
Jiangxi Vocational Technical College of Industry&Trade, Nan Chang, Jiangxi 330038, China
yichengpinghaomei@163.com

Keywords: New era, Higher vocational colleges, Business administration, Reform in education

Abstract: Under the background of the continuous improvement of China’s modern education level and the deepening of education reform, higher vocational colleges have played an important role in the process of cultivating compound talents for the society. However, in the process of continuous innovation and development of the education system, although it can provide more effective ways for the curriculum construction of business administration in higher vocational colleges, it also brings more difficult challenges. Therefore, taking the new era as the background, this paper makes a detailed analysis on the teaching reform ways of business administration major in higher vocational colleges, improves the teaching quality and efficiency of business administration major, and provides a steady stream of talent support for the all-round development of China’s engineering management industry.

1. Introduction

As the key to comprehensively improve the education level of business administration major in higher vocational colleges and cultivate compound business administration application talents, whether the teaching reform measures of business administration major in higher vocational colleges have been effectively implemented has played a decisive role in whether China’s business administration industry can achieve the goal of sustainable development. In recent years, the talent training mode of higher vocational colleges has undergone earth shaking changes, and great attention has been paid to whether students have more professional ability and comprehensive quality. The business administration major in higher vocational colleges has many courses, and the knowledge structure has high complexity. The number of students in this major accounts for a large proportion of the total number of higher vocational colleges. In order to effectively guarantee the teaching effect and students’ future employment, relevant educators in higher vocational colleges should comprehensively reform and optimize the traditional teaching, ensure that the professional orientation of business administration teaching is highlighted, train professional talents according to the actual needs of enterprises, make higher vocational education an important way to cultivate social business management talents, meet the requirements of the society for the continuous improvement of management talents and technical talents, and contribute to the overall improvement of China’s comprehensive social strength.

2. Clarify Teaching Concepts and Reform Teaching Ideas

According to the actual investigation and research on the teaching ability of business administration teachers in higher vocational colleges in China, it can be known that some teachers lack correct cognition and clear understanding of the teaching concept of business administration, which makes it difficult to improve the teaching quality. Only by fully understanding and mastering the actual requirements of China’s society for business administration professionals, can teachers make teaching thinking clearer, take various educational measures with high pertinence, and improve the teaching quality of business administration.

In the process of changing the traditional teaching concept, teachers majoring in business
administration must make their thoughts fully free from the serious influence of the traditional examination-oriented education system, because in the traditional examination-oriented teaching system, students’ examination score is an important factor. However, taking the examination score as the ultimate educational goal of business administration specialty is seriously lack of rationality and feasibility. The test score can only prove the students’ mastery of theoretical knowledge, but can’t prove the students’ actual ability. Only when students really enter the job can they reflect their application ability of professional knowledge. Therefore, business administration teachers in higher vocational colleges should change the traditional backward teaching ideas, take cultivating students’ business administration professional knowledge and practical skills as the goal orientation, and completely solve the traditional phenomenon of temporary compensation in order to cope with the examination. On this basis, while constantly improving their teaching ideas, teachers should also actively instill the learning idea of step by step into students, so that students pay less attention to scores and pay high attention to the improvement of their professional ability. While students have strong professional ability and professional quality, it can actively promote the further improvement of the teaching level of business administration major in higher vocational colleges [1].

3. Innovate Teaching Plan to Improve the Advanced Nature of Instructional Design and Teaching Methods

In the process of designing teaching planning, teachers majoring in business administration in higher vocational colleges should attach great importance to whether the contents of teaching planning can stimulate students’ interest in learning, and make use of learning planning as much as possible to enable students to develop good learning ideas and habits. Therefore, teachers of business administration should take effective measures to innovate the traditional teaching methods in combination with the students’ interest and learning needs. The students will naturally devote all their attention to the teaching contents designed by teachers and give full play to their subjective initiative, so that business administration teaching can always maintain a relatively advanced nature [2].

For the teaching of business administration, it is a subject with high complexity and involves many contents, including management knowledge, financial knowledge, sociology, public relations and psychology. However, these knowledge contents are not all included in the teaching system of business administration. Teachers should only pay great attention to the importance of these knowledge contents in the ideological level. Through the continuous innovation of traditional teaching thinking, we integrate these knowledge contents with business administration teaching plan effectively, and combine modern teaching ideas and diversified teaching measures, ensuring that teaching methods and instructional design always have advanced progressiveness. Only in this way can students’ comprehensive quality be comprehensively improved. For example, teachers majoring in business administration can fully integrate psychology related knowledge into specific teaching, guide students to conduct a detailed analysis of customers’ purchase psychology and demand psychology, and ensure that students can accurately control each other’s psychological activities in the business process, so as to establish a good communication relationship with commercial customers [3].

4. Reform Teaching Evaluation Methods to Help Students Build Strong Self-Confidence

For the teaching work of any subject, teaching evaluation plays an irreplaceable role and is a crucial core education link. Teachers give pertinent evaluation and suggestions according to students’ actual performance, which can have an important impact on students’ self-cognition and even have a butterfly effect on students’ future learning and work. Therefore, in the process of teaching evaluation, teachers should ensure that the evaluation contents and methods have high pertinence, objectivity, impartiality and motivation. Through active guidance to students, students can clearly grasp their own advantages and shortcomings, so as to accurately control their future development direction, establish strong self-confidence, and form the character of daring to think,
speak and act [4].

When business administration students graduate, the enterprises that can provide employment opportunities for students have diversified characteristics, and the advantages of relevant enterprises are also different. Therefore, teachers should strengthen the effective use of teaching evaluation, stimulate students’ enthusiasm and self-confidence, avoid evaluating students simply by right and wrong, and make students aware of their own advantages, be able to use these advantages to find corresponding enterprises and give full play to their own value. For example, when students have a cheerful personality, strong interpersonal skills and can find common topics with strangers, their abilities are highly matched with the requirements of corporate public relations posts. When students have strong organizational ability, persuasive ability and calling ability, and often organize various activities as leaders in the class, can make other students highly obey, such students are highly matched with the requirements of enterprise management posts. When students have high preciseness in their thinking, are good at observing in the process of carrying out various activities, and can collect a large amount of information from other people’s expressions and actions, their abilities are highly matched with the post requirements of business assistants in enterprises. Teachers should combine the different characteristics of students, adopt highly targeted teaching evaluation methods, and highlight the advantages of students themselves in front of students, so as to point out the direction for students’ future development [5].

5. Improve the Professionalism of Teachers and Strengthen the Comprehensive Teaching Level of Teachers

Whether the teaching staff of business administration major in higher vocational colleges has high quality not only has an important impact on students’ learning attitude, but also directly determines students’ learning results. In recent years, although the overall quality of business administration teachers in higher vocational colleges in China has been significantly improved, the improvement effect is not ideal. Therefore, higher vocational colleges should start with the screening mechanism of teachers, combine with the continuous optimization and improvement of teacher training system, which can greatly improve the overall quality of teachers to a certain extent [6].

There are many knowledge contents involved in business administration. Not only students should fully master these knowledge contents, but also teachers should reserve a large amount of knowledge contents related to teaching contents. Therefore, higher vocational colleges should choose teachers with special talents and familiar with multiple talents in the process of selecting teachers majoring in business administration, regularly organize teachers to participate in knowledge training and skill competitions related to the teaching of business administration, hire industry experts to guide and train business administration teachers on campus, strengthen the establishment, improvement and effective implementation of the incentive system, link teachers’ wages and benefits and professional title evaluation with the assessment results of teaching ability, and improve teachers’ high attention to their own teaching ability, so as to ensure that teachers have strong comprehensive ability and provide better education for students [7].

6. Conclusion

For business administration teaching in higher vocational colleges, it is an important major to cultivate high-quality business talents in the whole society. Especially under the background of the all-round development of China’s social economy, it has important practical significance for the all-round development of students’ comprehensive quality. Therefore, higher vocational colleges should take diversified and effective measures, strengthen the active construction of teachers, and carry out reform and innovation from the diversified perspectives of teachers’ teaching ideas, teaching planning and teaching evaluation. This is not only an effective way to give full play to the teaching role and value of business administration, but also an important guarantee for the sustainable development of higher vocational education in China.
References


