

Exploration of Employment-oriented Teaching Model for Economic Management Major

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Abstract: Influenced by the traditional education system, there is a prominent problem in Higher Education in China, that is, the teaching mode of colleges and universities does not conform to the market demand and the actual economic and social development. It not only reduces the utilization efficiency of university education resources, but also affects students' employment ability. Employment-oriented talent training mode is an inevitable trend for higher education to adapt to social and economic development. Economic management majors have strong application, practicality and comprehensiveness. More need to build a career-oriented professional teaching model. The paper mainly expounds the characteristics of economic management professional teaching, analyzes the problems existing in many current economic management professional teaching models, and proposes specific solutions.

1. Practical Teaching Characteristics of Economics and Management Specialty

Compared with other majors, the practical teaching of economic management majors embodies the following characteristics:

Firstly, practice involves many industries. Many industries need knowledge of economic management. In the actual teaching process, teachers should consciously provide students with a wide range of practical materials. In order to broaden students' knowledge, this paper analyses and studies different industries. Secondly, the practical conclusions reflect the characteristics of uncertainty. There are individual differences among students, and students have different backgrounds and ways of thinking. Different research results may be obtained for the same case. Therefore, teachers should face up to students' individual differences, summarize the advantages and disadvantages of students' practical conclusions, and put forward constructive suggestions. Third, practical teaching should be closely integrated with market demand. Students in economics and management majors have a more integrated practice and market, and they have accumulated rich practical experience through internships or temporary part-time jobs in companies and enterprises. Finally, practical teaching should be oriented towards employment. Due to the considerable professional skills of the technical majors, the employment direction is relatively concentrated and fixed, and the employment management industry of the economic management major is more extensive, and it is difficult to objectively evaluate its professional competence with quantitative indicators. Therefore, enterprise employers will be the first choice for composite talents with strong comprehensive ability and strong post adaptability. Therefore, practical teaching should be guided by employment, pay attention to the improvement of students' comprehensive quality, and improve their ability to adapt to their positions.

2. Problems in the Teaching Model of Economic Management Major

Although the reform of higher education has been carried out in China, there are still several problems in the teaching of economic management major in many universities at this stage.

2.1 The curriculum system is not set properly

The unreasonable curriculum of economic management major is mainly reflected in the following aspects: First, the curriculum system lacks systematic and scientific. Because the

economic management profession involves a wide range of industries, and each industry's ability requirements for economic management students are not uniform, the teaching curriculum system of economic management majors in colleges and universities often lacks systematic and scientific. The first two years of undergraduate teaching are basic courses. In the third year, they will be exposed to core professional courses. In the fourth year, there will be special professional courses and practical courses. Two years of professional theoretical study and practice are very urgent for cultivating students' professional ability, resulting in students lacking the practical ability of employment and entrepreneurship. Secondly, the content and methods of the theoretical course are single. The theoretical courses of economic management majors are extended by traditional teaching methods. Although some teachers use multimedia teaching, there is a lack of effective interaction between teachers and students, and teachers lack the awareness of cultivating students' independent thinking ability. As a result, students can not really and systematically grasp the theoretical knowledge of economic management, which eventually leads to the disconnection between theory and practice. Finally, the practice teaching method and content lag behind. The major of economic management emphasizes practicality and applicability. Students must go through a lot of practice to summarize the relevant laws of economic and management activities, and apply relevant theoretical knowledge to solve practical problems. However, at present, the practical teaching system of economic management specialty in many colleges and universities in China still needs to be improved, which can not effectively complement the theoretical teaching. Some colleges and universities have begun to build laboratories of economic management specialty. However, due to lack of experience, the rationality of experimental project design needs to be improved. Some experimental courses have even evolved into software operation training courses.

2.2 The teaching mode of economic management specialty is out of line with social needs

On the one hand, there is a lack of first-hand enterprise information in the teaching content of school economic management specialty. The in-service teachers of economic management major in some foreign universities not only play the role of in-school teachers, but also take part-time jobs in enterprises. They not only understand the realistic environment and practical problems of economic management, but also conduct in-depth research on Countermeasures to solve economic problems. Therefore, not only has a solid theoretical knowledge base, but also has a wealth of practical management experience. However, the major of economic management in our country still lacks relevant first-hand information in the study of practical economic management problems, and the teachers in-service courses seldom have considerable working experience. Therefore, the teacher's practical experience is very scarce, and the students' practical teaching effects cannot be guaranteed. On the other hand, colleges and universities have not formed a positive interaction with enterprises and relevant government departments. Although the government is very concerned about the employment problems of college students, it lacks effective policy guidance. The actual interaction between colleges and universities is also unsatisfactory. The company's business goal is to maximize profits. Economic management students are not able to provide more effective technical support to enterprises in the initial stage. Therefore, the school-enterprise cooperation is not effective, and the company's support for the economic management profession is also very small.

2.3 Lack of scientific teaching assessment and evaluation measures

On the one hand, there is a lack of evaluation system and standards for talent education model. Under the employment-oriented education mode of economic management specialty in Colleges and universities, its teaching system is divided into three modules, namely theoretical teaching, laboratory practice and social practice. Among them, the assessment and evaluation of theoretical teaching can be carried out in the form of quantification, while the assessment and evaluation system of laboratory practice and social practice still needs to be improved. In the actual evaluation process, it is difficult to evaluate the three modules centrally and integrally. Due to the lack of evaluation standards, colleges and universities have too much randomness in the practical curriculum system of economic management majors, which cannot guarantee good training results. On the other hand, there is a lack of evaluation for the effectiveness of teaching. In the traditional

university management, the evaluation of the teacher's teaching quality includes the results of the blackboard, the degree of the teaching plan, the amount of work correction, etc., but there is no characteristic index for the teaching effect of the economic management profession. Leading to the rigid teaching process of economic management, the teacher neglects the cultivation and investigation of students' practical ability.

3. Employment-oriented economic management professional teaching system reform measures

3.1 Constructing a Perfect Practical Teaching System

Practice teaching system can be divided into three levels: basic skills training, professional skills training and comprehensive ability training. Different teaching methods are adopted for different levels to further improve the effect of practice teaching.

3.1.1 Basic Skills Training

The level of basic skills training includes entrance professional education, basic teaching practice, professional experiments and enterprise cognitive activities. Among them, entrance professional education will enable students to form a deeper and three-dimensional perceptual awareness of the specific purpose they will study in the future. Stimulate their professional interests, cultivate their professional awareness, guide students to accurately orientate their future plans, and help students establish a preliminary professional awareness. Basic teaching practices include computer skills, English proficiency, and other basic knowledge that can help students better adapt to future career positions. Professional experiments mainly refer to basic skills training in the laboratory to deepen students' understanding of theoretical knowledge and promote the transformation of knowledge to ability. Corporate cognition activities are mainly to arrange students to go deep into the company to visit and exchange, and to promote the combination of theory and practice, so that students can form a perceptual cognition of the majors they are studying.

3.1.2 Professional skills training

In the professional and technical training level, it is necessary to strengthen the training of students' professional skills and improve the training base on campus. Both the training hardware equipment and the software system must have a certain quantity and scale, and guarantee a considerable technical content to ensure the effect of training in the school. To build an open training environment, theory and practice are mutually infiltrated, complement each other, and promote each other. Practical teaching must run through the entire process of teaching to cultivate excellent applied talents. The professional skill training of vocational qualification assessment can train students' professional skills by setting up practical courses separately. Students are required to pass one or two projects of vocational skill appraisal to obtain the vocational qualification certificate of national skill appraisal during the school period. In addition, we should strengthen the productive training teaching and actively explore the integrated teaching system of professional theoretical courses and practical courses.

3.1.3 Cultivation of Comprehensive Ability

On the one hand, the school should build a certain scale of off-campus training base, through the on-site teaching of practice, students can be in a real professional environment, into the identity of enterprise staff. It can deepen the professional consciousness better, master the ability of applying theoretical knowledge to solve practical problems, and improve its comprehensive professional ability. On the other hand, internship should be carried out. When students enter the internship stage, they are no longer simply students, but also employees. Therefore, it must not only be subject to the management of the school, but also subject to the rules and regulations of the enterprise. The school should improve the off-campus internship management system, track and manage students' internships in the enterprise, and ensure the implementation of the assessment system and management system.

3.2 Strengthening interaction and cooperation with enterprises

On the one hand, schools can adopt the "order-based" talent training model to broaden the cooperation channels of production, education and research. Make full use of the industry and local advantages, and adopt an order-based talent training model to improve the matching degree between students and future jobs. The essence of order-based training is "customized talent." Colleges and universities take the talent market and the demand of enterprises for talents as the starting point, and set up professional courses based on employment. Adjust the teaching content and teaching methods to achieve the purpose of cultivating applied talents. After graduation, students can work at zero distance to better adapt to career planning and career development. On the other hand, pre-employment system can be implemented, that is, according to their own development plan and the actual demand for talents, enterprises can select excellent students who meet the enterprise's employment standards from college students as the enterprise's talent reserve and key training objects. It can be seen that pre-employment is a practical activity which directly links students' participation with employment. Students can also use the holidays to practice in enterprises, and carry out graduation practice and graduation design in enterprises. Enterprises can greatly improve students' post adaptability by booking graduates in advance.

3.3 Establishing an Effective Monitoring System of Practice Teaching Quality

Teaching quality monitoring system is an important means to ensure teaching quality. At present, there is still a general lack of a perfect monitoring system of practical teaching in the economic management of colleges and universities. For example, the quality control of teaching lays particular emphasis on theoretical teaching. It neglects the monitoring of practical teaching, emphasizes the assessment of theoretical knowledge and neglects the assessment of students' practical ability. Therefore, the following aspects should be done well: first, the leaders of teaching management in Colleges and universities should conduct in-depth investigation on the practical teaching site, master the first-hand information of teaching work, and publish the teaching situation of each class regularly. Secondly, the expert supervision system is adopted to employ enterprise managers and teachers with rich practical experience to form a teaching quality supervision group. Through the field research, symposium and other forms to comprehensively monitor the quality of teaching management. Suggestions for improvement in relevant teaching links. Thirdly, the student information officer system is adopted, that is, the student information teacher tutor is selected from the students to carry out teaching management work to ensure the comprehensiveness and effectiveness of teaching management. Finally, we must conduct a rigorous review of the qualifications of teachers in practical teaching. In view of the teaching accidents that occur during teaching, it is necessary to impose penalties in strict accordance with relevant regulations, and strictly observe the teaching discipline. And improve the sense of responsibility of the team teachers, to ensure the quality of teaching.

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