

# Application of Task-Driven in the Teaching of Human Resource Management Courses in Vocational Colleges

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**Abstract:** Vocational education is an essential component of higher education in China, and it differs significantly from undergraduate education in terms of educational attributes and goals. Its main educational purpose is to cultivate more high-quality, and skilled technical talents and skilled practitioners in various fields of society. With the deepening reform of the education sector in our country, major vocational colleges should also update their educational and teaching concepts in a timely manner, adjust their original talent cultivation plans, do a good job in theoretical and practical teaching, and improve the quality of professional talent cultivation. This article takes the teaching of human resource management in vocational colleges as the research object, and focuses on analyzing the application strategies of task-driven approach in practical teaching, aiming to improve the quality and effectiveness of human resource management teaching in vocational colleges, and ensure that talent cultivation in vocational colleges is in line with social needs.

## 1. Introduction

With the reform and innovation development of major enterprises and the continuous expansion of industrial scale, the demand for talent in the market is constantly increasing. Talent selection and scientific appointment, as well as how to maximize the value of talents, require scientific human resource management to be achieved<sup>[1]</sup>. The smooth progress of human resource management mainly relies on a high-quality human resource management team. Based on this, vocational colleges, as professional talent training bases, should promote the reform of human resource management teaching, reasonably apply task driven teaching methods to practical teaching activities, smoothly carry out task-driven teaching activities, and gradually cultivate and deepen students' independent thinking ability and problem-solving ability. It can be seen that analyzing the application strategies of task-driven approach in human resource management teaching in vocational colleges has strong practical significance.

## 2. Overview of Task-Driven Teaching Method

### 2.1 Concepts

The current academic community regards task-driven teaching as the specific application of constructivist teaching theory in practical teaching. The builder believes that knowledge is not disseminated through teachers, but rather acquired by students in a certain educational context, with the help of others and the use of learning materials, through the construction of meaning. The builder pays more attention to the correlation between student learning activities and actual tasks and problems, aiming to fully mobilize students' learning interest and subjective initiative through various problems. Task-driven teaching method needs to be applied in certain educational and teaching contexts. Teachers assign corresponding learning tasks to students, gradually guiding them to actively discover, analyze, and solve problems, thereby cultivating and developing their active learning and independent thinking abilities<sup>[2]</sup>.

## **2.2 Implementation process**

Applying task-driven teaching method to human resource management teaching requires specific learning tasks as the driving force to achieve two-way and positive interaction between teachers and students. In this process, teachers are in a dominant position, students are in a main position, and tasks lead the overall educational and learning activities. Specifically, teachers design learning tasks based on basic learning situations, curriculum standards, and teaching content, while students complete tasks through active exploration and group cooperation. Students may affect the quality and efficiency of task completion due to insufficient personal abilities and varying levels of task difficulty. In this regard, teachers need to do a good job in monitoring and guiding the entire process, communicate with students in a timely manner, and effectively play the role of task-driven teaching method<sup>[3]</sup>.

## **3. Application of Task-Driven Teaching Method in Human Resource Management Teaching**

### **3.1 Apply in Human Resource Management Courses**

The reasonable application of task-driven teaching method in the teaching of human resource management should be divided into application levels, and then the learning tasks should be designed in a hierarchical and progressive manner. For example, the first level is set as in-class teaching application, designing in-class questions, application tasks, etc. to promote the completion of student learning. The second level of application is the comprehensive application of graduation design, continuously enhancing students' comprehensive abilities and problem-solving abilities through the application of various comprehensive knowledge. The third level application is driven by employment and entrepreneurship, and combines professional characteristics to design human resource management tasks, laying a solid foundation for student employment and entrepreneurship.

Level 1 driving application: The course content should be driven by the various tasks faced by human resource management positions. Teachers design knowledge modules and teaching tasks based on teaching materials, fully consider the systematic and practical nature of knowledge, then guide the students to complete the task within the specified time. The arrangement and completion of each task should also be accompanied by necessary theoretical discussions, and then completed in small groups. During this process, students can search for relevant information in enterprises, society, and libraries, and apply knowledge of human resource management to analyze problems<sup>[4]</sup>.

Level 2 driving application: Use graduation thesis as the foundation and solving practical human resource management problems in enterprises as the driving force. Teachers should combine task-driven characteristics, promote practical exploration activities from the perspective of human resource management, require students to design a human resource management plan that meets the actual needs of the enterprise according to the specific requirements of their graduation thesis. This task embodies the design concept of solving practical problems. Students investigate and design plans, and form a comprehensive human resource management plan through teacher guidance and self-correction, achieving the goal of flexibly applying the required knowledge to solve practical problems.

Level 3 driving application: Take human resource management as the foundation and employment and entrepreneurship as the task-driving force. The ultimate goal of learning a subject is to transform it into personal abilities and use it to solve practical problems. Although human resource management is not a major professional course, teachers still need to take enhancing students' employment and entrepreneurial abilities as task driven, promote theoretical and practical teaching of human resource management, and encourage students to learn and apply it flexibly. The task driving of employment can be divided into two stages. First, the simulation recruitment stage. Teachers need to guide students to design personal job resumes, and then vocational colleges should organize simulated recruitment activities. This stage is mainly aimed at helping students understand the recruitment process, interview procedures, etc., encouraging them to think from the perspective of enterprises and recruiters, thereby helping students accumulate rich recruitment experience and

enhancing their practical application ability of theoretical knowledge. Secondly, social recruitment stage<sup>[5]</sup>. Vocational colleges should guide students to actively participate in campus recruitment and social recruitment activities, and think from the perspective of job applicants, such as what types of talents do enterprises need, how to reduce recruitment errors or conflicts, and how to improve work quality and efficiency.

### **3.2 Application of Task-Driven Teaching Method in Specific Teaching**

The human resource management course is a comprehensive discipline that combines theory and practice, including two modules: theoretical knowledge of human resource management and skills of human resource management. Vocational colleges and teachers should design driven tasks based on the characteristics of the curriculum. Specifically, it can be divided into six major tasks: human resource planning, personnel recruitment, personnel training and development utilization, performance management, compensation and management, and labor relations management. Each mainline task can also be divided into multiple subtasks. Taking personnel recruitment as an example, sub tasks such as designated personnel recruitment standards and personnel selection and employment plans can be designed.

Firstly, introduce the task of guiding students to analyze and discuss cases of insufficient human resources in enterprises. Secondly, knowledge preparation: lead students to learn about the types of recruitment channels, selection methods, recruitment processes for personnel, the main content of the recruitment plan, the writing method and publishing process of recruitment advertisements. Thirdly, deepen the task, guide students to independently develop personnel recruitment plans, recruitment advertisements, etc. Fourthly, submit and showcase the results. Students introduce their personal design products and ideas, and teachers provide feedback.

## **4. Suggestions for the Application of Task-Driven Teaching in Human Resource Management Teaching in Vocational Colleges**

### **4.1 Strengthen the Construction of Teaching Staff**

To apply task-driven teaching method to human resource management teaching activities and maximize its effectiveness, colleges need to strengthen the construction of teaching staff and strive to create a dual teacher teaching team with both moral integrity and talent. Vocational colleges should deepen the implementation of the principle of “internal talent cultivation and external talent introduction”, encourage in-service teachers to obtain relevant vocational certificates, participate in enterprise training activities, and participate in various specialized skill training activities. They can improve the selection criteria for talent introduction and select talents with rich practical experience and professional teaching abilities. In addition, vocational colleges can also recruit enterprise human resource management personnel to serve as auxiliary teachers for human resource management teaching activities to share practical work experience with students, thereby improving the effectiveness of vocational human resource management teaching.

### **4.2 Strengthen the Construction of Teaching Materials**

Teaching materials are the basic guarantee for the smooth implementation of human resource management teaching activities. Currently, some colleges use outdated teaching materials which generally lack distinctive characteristics. Based on this, vocational colleges should also design task-driven textbooks to achieve a combination of engineering and learning, and write textbooks guided by tasks and market demand. The specific approach is to set up teaching scenarios, design project teaching units, ensure that each project contains more than ten driving tasks, and the knowledge points should include the knowledge and skills that students should master. For example, during the process of writing personnel recruitment project units, teachers can use the recruitment needs set by the enterprise as teaching projects, and then integrate the job requirements, job responsibilities, workflow, etc., and carry out specific design according to task implementation.

### 4.3 Optimize Training Conditions

The training conditions include two parts: hardware and software. Hardware construction refers to the construction of practical training bases and laboratories in vocational colleges. Software construction should introduce or develop human resource management teaching systems for vocational colleges. By optimizing practical training conditions, a solid foundation is laid for the application of task-driven teaching method in human resource management teaching.

### 5. Conclusion

In summary, the reasonable application of task-driven teaching method in vocational human resource management teaching activities can improve the quality and efficiency of human resource management teaching, cultivate and develop students' independent thinking ability, practical problem-solving ability, etc. It can also strengthen the subjectivity of students, design teaching plans guided by their actual needs, and lay a solid foundation for improving their professional abilities and comprehensive literacy development. Based on this, relevant vocational colleges and faculty should fully recognize the important value and function of task-driven teaching method, and then design targeted and diversified learning tasks based on students' actual learning ability, personal needs, teaching content, market demand, etc. Teaching should guide students to actively participate in task analysis and problem-solving activities, closely monitor their progress in completing tasks, and provide timely guidance and assistance. This can fully leverage the role of task-driven teaching methods, effectively improve the effectiveness of human resource management teaching, and create favorable conditions for the personal development of students.

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