Teaching Reform of Advanced Management Course Based on the Perspective of Application-Oriented Postgraduates Cultivation

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Keywords: Applied orientation, Advanced management, Postgraduate, Teaching reform.

Abstract. With the increasing market demand for high-level application-oriented management talents, universities must reform the training mode of postgraduates, and pay more attention to the cultivation of students' application ability and innovation ability in their training objectives and even in the teaching of specialized courses. Based on the training needs of high-level application-oriented management talents, this paper discusses the shortcomings of current teaching in advanced management course, clarifies the necessity concerning its teaching reform, and finally puts forward some suggestions.

Introduction
As people's willingness to receive education is increasing, the scale of master's degree students in China is gradually expanding. Application-oriented masters are responsible for providing high-quality social services and creating high-level scientific research achievements. With the development of the enterprise economy, higher requirements are put forward for the ability reserve of the application-oriented talents. In addition, under the new situation of education reform, the outline of the national medium and long-term education reform and development plan (2010-2020) points out that China's current education concept is relatively backward, the content and methods are relatively outdated, students' ability to adapt to society is not strong, and innovative, practical and complex talents are in short supply [1]. Therefore, the cultivation of application-oriented master talents is the focus of universities in China.

As a basic degree course for master of management students, Advanced Management is committed to introducing cutting-edge theories and methods of management, as well as the development trend of management theories, cultivating students' ability to analyze and solve practical problems with management knowledge, and laying a theoretical foundation for their scientific research and work. However, the current advanced management curriculum system is still imperfect, unable to meet the increasing demand for applied talents. In order to solve this problem, it is necessary to start with basic teaching and constantly improve the system with advanced theory and practical learning, which is the teaching reform direction of Advanced Management.

How to adapt to the national development strategy for the cultivation of application-oriented master talents, grasp the basic curriculum teaching system reform, it is worth thinking. This paper aims to discuss the necessity of teaching reform of Advanced Management for master students, reflect on the existing problems in current teaching, and put forward some suggestions on teaching reform based on the requirements of cultivating application-oriented master talents.

The Necessity of Teaching Reform of Advanced Management Course

Current Situation of Employment
Since the reform and opening up, China's economy has developed rapidly. In the past, the master degree students of economics and management can usually enter the management of enterprises or stay in universities to engage in relevant education work. However, in the new economic situation, the competition between enterprises is fierce, and the internal talents of enterprises are abundant.
The employing units are no longer satisfied with the excellent graduates with high education, but tend to employ the applied high-level talents with strong practical ability and solid theoretical foundation. Moreover, at present, there are few opportunities for postgraduates to work in universities. Instead, obtaining a doctoral degree has become a mandatory standard for colleges and universities to recruit talents.

Although there are still vacancies for application-oriented high-level management talents in the labor market, there is always a mismatch between supply and demand of labor force and structural unemployment due to the fact that graduates of universities do not have the skills required by enterprises. Thus, the cultivation of master's degree students in universities should meet the needs of enterprises for high-level applied talents, and help China's economy changes from high-speed development to high-quality development.

Current Teaching Situation

Advanced Management is a basic degree course for my master of management, so the teaching of this course also focuses on the dredging and application of basic theoretical knowledge. In terms of curriculum setting, it is based on classroom teaching and group discussion. In terms of the course content, it is based on the classic management theories. Through systematic introduction and explanation, students can be familiar with the basic theories of management and the basic thoughts of each school of management, which is sufficient to cope with the final examination and the related study of other interdisciplinary subjects, but deficient in the ability of theoretical knowledge innovation and practical flexible application.

However, under the condition of market economy, the increasingly fierce competition has greatly increased the demand of enterprises for applied talents, and the management theory system needs innovative talents to develop. It can be seen that the current course teaching is gradually divorced from the market demand, which makes the reform of teaching extremely urgent.

Problems in the Teaching of Advanced Management Course

Unchanging Teaching Contents

As is known to all, teaching content is an important carrier to achieve teaching objectives [2]. However, the teaching syllabus of Chinese universities remains unchanged for many years after it is approved, which directly leads to the solidification and lack of innovation of teaching content, as well as the lack of longitudinal expansion of "profound knowledge", which is not conducive to the cultivation of postgraduate students' scientific research ability [3]. With the employment standards for senior management talents are constantly changing, the contradiction between the immutable teaching content and the constantly changing talent cultivation standards is increasingly obvious, which leads to the failure of universities to cultivate high-level talents that can meet the needs of social changes and economic development, resulting in the mismatch between talent supply and demand.

On the other hand, new ideas, achievements and methods in the field of management are constantly emerging. However, the teaching content of Advanced Management in universities is mostly fixed, which only focuses on the bedding and popularization of classical theories, does not keep pace with the times and absorb the cutting-edge ideas in time. This is not only a waste of educational resources, but also a great loss in the process of talent training.

Limited Teaching Methods

Although Advanced Management is a course that requires the combination of theory and practice, in the classroom, the teacher is in the main position, the students are in a passive position, to receive "cramming" education [4]. This kind of teaching method is lack of attention to students' demands, and can't be targeted according to students' characteristics to teach students in accordance with their aptitude. Moreover, this teaching style has low participation and weak sense of existence of
students, which cannot effectively attract students' attention and improve their degree of interest, which will make the teaching results greatly compromised.

In addition, more important is the lack of practical teaching. There is a lack of emphasis on practice in the teaching of Advanced Management in most universities. The lack of practical learning is extremely unreasonable for students majoring in management.

Uneven Teaching Levels

The selection of master's course teachers is relatively strict. However, as the number of master's students has increased greatly in recent years, the shortage of high-level teachers has increased a lot of pressure on the development of curriculum teaching in universities, and because of the diversity of management disciplines, universities have introduced a group of teachers with different disciplines and research directions who are more qualified in the teaching of related courses in other courses to serve as graduate teachers. They are usually excellent in other disciplines and have rich learning experience, but there is a significant gap between them and the teachers of the same subject. As a result, the teaching effect of Advanced Management is greatly reduced.

Universities should keep a rigorous attitude towards education, introduce high-quality and high-level teachers, constantly strengthen their master's resources, and focus on cultivating such high-quality talents as master's students.

Countermeasures on Teaching Reform of Advanced Management Course Based on Application-Oriented Talents Cultivation

Confirm Teaching Objectives

The cultivation of the master of management in universities mainly focuses on the cultivation of academic talents, but the emphasis on the comprehensive ability of practice is not enough, which has a gap with the cultivation requirements of the application-oriented high-level management talents required by the society. However, most of the graduates of master's degree are employed. Therefore, the teaching objectives of the basic courses like Advanced Management should not be limited to the theoretical level. They should pay attention to the cultivation of students' practical application ability, with the teaching objective of understanding the structure of management knowledge, being familiar with the theoretical basis of management, and being able to solve practical management problems independently, so as to form an organic theory and practice combined with and adapted to the training requirements of application-oriented high-level management talents.

Update Teaching Contents

After defining the teaching objectives of Advanced Management, the teaching contents should be updated accordingly. On the one hand, it is necessary to increase the teaching content that can cultivate students' practical ability; on the other hand, it is necessary to timely absorb the cutting-edge ideas in management field and update the outdated contents.

In order to cultivate students' practical application ability, classroom teaching can add practical teaching content. It can be carried out by making full use of the resources of school entrepreneurship incubation base, simulation laboratory and college students' practical training platform. Moreover, with the emergence of new management theories and methods, the teaching content of Advanced Management should be constantly enriched with cutting-edge theories and methods in the field of management to replace the old, outdated and no longer applicable management theories and methods, so that students can effectively absorb the nutrition of the subject and achieve efficient and effective teaching.

Enrich Teaching Methods

In the traditional teaching of Advanced Management science, teachers are usually given lectures, with some students' discussions interspersed. In a word, it is still a fixed teaching form in which teachers take the leading position and students passively accept knowledge infusion. In order to
respond to the requirements of cultivating application-oriented talents, it is necessary to innovate teaching forms, continuously promote the rational use of modern educational technology, and promote a variety of effective teaching methods such as case teaching, scene simulation teaching, software simulation, on-site observation.

In case teaching method, as for the course of Advanced Management, by carrying out case teaching and introducing classic cases, students can be guided to combine theory with practice, ultimately improve their ability to find, analyze and solve problems.

Scenario simulation is to allow students to create a variety of scenarios and set up various roles according to a specific content in the teaching of Advanced Management. Through designing, selecting and participating roles, students can enrich their learning experience and propose different solutions in the changing role transformation of scenarios. It can not only arouse students' interest, mobilize their learning initiative, but also exercise their language expression ability, coordination ability, communication ability and negotiation ability.

Students can also carry out software simulations in the laboratory. For example, the star of start-up training software simulates the whole process of the operation of a company from the registration of the company. Students can play the roles of general manager, financial manager, personnel manager, marketing manager and production manager respectively through the software. In this process, students can make scientific decisions according to the changing situation and experience involved in the complex and changeable market competition.

Universities often have chances to cooperate with enterprises, so the school can add some practical teaching hours, let students get into management department or enterprise for in-depth study, observation and practice, then write learning and practice summary on the log, through this teaching methods to achieve the goal of cultivating students' ability of practical application.

Change Teaching Concepts

In the master's education, although we advocate diversified teaching, there is no denying that teachers still play an irreplaceable role in teaching activities, such as guiding the teaching process, inspiring students' thinking. Therefore, the success of the teaching reform of Advanced Management depends largely on whether the teaching concepts of the teachers change and whether they keep pace with the times, which means that teachers must change their teaching concepts.

In the teaching of Advanced Management, teachers should realize their importance in the cultivation of master students, clarify the teaching objectives of advanced management, set up teaching content, and correctly guide students. In this process, they should constantly summarize, reflect and improve, and finally promote the teaching reform of Advanced Management.

Attach Importance to Teaching Management

Although classroom teaching is important, the management of teaching cannot be ignored. Traditional teaching mainly includes classroom teaching and final assessment, and does not pay much attention to process management, which is not conducive to the further absorption and digestion of knowledge. Especially in the course of Advanced Management, which requires high comprehensive ability, it is especially important for students to learn professional knowledge. The discussion is mainly carried out from three management methods: students' self-management, students' mutual management and students' group management.

In the process of teaching, we should encourage students to manage themselves and improve their consciousness of self-management [5]. Students should conduct self-evaluation and make self-summary by making study notes or PowerPoint. In this way, it can not only promote students to learn professional knowledge more solidly, but also improve students' learning initiative and consciousness.

In daily learning, team members should evaluate and manage each other. Mutual management among students makes students think about problems from the perspective of a manager, understand more deeply what a manager pays more attention to and be more familiar with the process of management.
By group management, students can increase their sense of teamwork. In the teaching process, students' ability of teamwork and coordination and division of labor will be exercised, which is also conducive to cultivate students' practical ability. In the assessment, the teacher no longer gives each student a grade, but gives each group a grade, on this basis plus the score of other individual assessment indicators, ultimately constitute the final score of each student.

Conclusions

The teaching reform for master students is not only to cultivate students' ability of scientific research and innovative thinking, broaden their research horizons, lay a solid foundation for scientific research, but also to cultivate students' practical ability, which can correctly apply theoretical knowledge to solve practical problems, and ultimately meet the needs of the society for high-level applied postgraduate talents. Therefore, it is very important to improve the quality of practice teaching and scientific literacy of master's students through teaching reform [6].

The internal relationship of the curriculum system of advanced management is complex and organic. Only handle the internal relationship of the curriculum system in a scientific way can make the overall function of the curriculum system fully play, and achieve the established goal of talent training. Universities take the training of application-oriented talents of the relevant majors of advanced management as the goal, take improving the quality of talent training as the fundamental, and continue to deepen reform in practice. It is the only way for universities to cultivate application-oriented senior management talents to construct application-oriented curriculum system, deepen curriculum reform and enrich the theory and practice of application-oriented advanced management.

Acknowledgment

This paper is supported by the 2017 Annual Education and Teaching Reform Research Project of Hubei Provincial Key Discipline (Management Science and Engineering) of Jianghan University under grant ZDXK2017JY01.

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