



Research on Teaching Reform of Management Course from the Perspective of Constructivism

Wenchao Chen^a, Rui Chen^b, Liang Fang^{b,*}

^a Shandong Institute of Highway Technician, Jinan, China

^b College of Mathematics and Statistics, Taishan University, Tai'an, China

Email: chenruimengting@163.com

*Email: fangliang3@163.com

Abstract—Based on the shortcomings in management teaching, combined with constructivism learning theory, this paper puts forward the direction of management teaching reform: constructing practical teaching mode, case analysis, combining theory with practice, and insisting on the educational mode of student-centered learning effect evaluation system, so as to promote the high-quality and sustainable development of management teaching reform.

Index Terms—Management; Constructivism; Reform in education.

I. INTRODUCTION

Constructivism is a branch of cognitive psychology. An important concept of constructivism theory is schema, which refers to the individual's perceptual understanding and thinking of the world. It can also be regarded as the framework or organizational structure of psychological activities. Schema is the starting point and core of cognitive structure, or the basis of human understanding of things. Therefore, the formation and change of schema is the essence of cognitive development, which is influenced by three processes: assimilation, adaptation and balance. Constructivism theory is rich in content, but its core can be summarized in only one sentence: student-centered, emphasizing students' active exploration of knowledge, active discovery and active construction of knowledge meaning.

Management is a comprehensive interdisciplinary subject, and it is a science that systematically studies the basic laws and general methods of management activities. Management comes into being to meet the needs of modern socialized mass production, and its purpose is to study how to improve the level of productivity through rational organization and allocation of human, financial and material factors [1].

The rapid development of modern science and technology has led to profound changes in management science, which has led to fundamental changes in functions, organizations, methods and concepts of management, and the status of management in the

scientific system will be further enhanced. Because people

are more and more deeply aware that management is not only an indispensable factor to determine the development level of a country's productive forces, but also the primary component of modern productive forces [2]. The education of management will become more common, and the important role of management will be fully reflected.

II. PROBLEMS IN THE TEACHING OF MANAGEMENT COURSES

A. Single teaching form and backward content

In the process of management education, many teaching contents have not been updated with the development of the times. What is taught in classroom teaching is still the traditional teaching contents, focusing solely on textbook teaching contents, without innovation combined with the actual social situation. The reason for this phenomenon may be that some teaching contents of management in China rely on the structure and framework of foreign teaching materials, tend to introduce foreign management concepts, and lack of differentiated teaching according to the actual situation of China and the different humanistic environment [3]. On the other hand, management teachers in Chinese universities lack practical work experience, have no personal experience of management methods and skills to solve practical problems, can't deeply cultivate students' management practice ability in the teaching process, and empty and meaningless teaching content can't well mobilize students' learning enthusiasm, seriously affecting the cultivation of their autonomous learning ability, resulting in very limited teaching effect..

B. Insufficient case teaching

Case teaching method is mainly based on a series of cases from practice, which enables students to analyze and think about these cases and deepen students' understanding of theoretical knowledge. Compared with the traditional rigid teaching mode, the case teaching method is more flexible and interesting, which can arouse students' learning enthusiasm and help cultivate students' learning interest, thus achieving the teaching effect with half the effort [3]. Although case teaching methods are widely used in management education at present, there are still many shortcomings: teachers pay



little attention to case teaching, are unfamiliar with case teaching methods, fail to find scientific teaching methods, have unclear teaching steps and teaching contents, are not rich in case contents and forms, and do not have a perfect evaluation system for the implementation effect of case teaching methods, which leads teachers to be unable to accurately grasp students' learning situation and evaluate the actual effect of this method in the process of using case teaching.

C. *Emphasis on theory over practice*

Generally speaking, management is to design, build and maintain an environment, including the internal and external environment of the organization, by adopting some specific means and measures, so that all management objects can carry out activities in a coordinated and orderly manner in a specific environment. Management is a highly applied discipline, and it is necessary to cultivate high-level talents with strong practical ability. However, limited by a single teaching mode and vague teaching objectives, in the actual teaching process, there are often teaching methods focusing on theoretical education, lacking the curriculum content of cultivating students' practical ability, and it is impossible to cultivate high-level management professionals who can solve practical problems. Therefore, we can carry out activities and training activities for teachers to learn advanced teaching modes, improve teachers' professional level and broaden teachers' teaching modes.

D. *The evaluation method of learning effect is unreasonable*

The teaching effect evaluation system adopted in management education in colleges and universities is not perfect enough, which only reflects the students' mastery of this subject knowledge through their daily attendance and examination scores, as well as the possible problems and areas they don't understand. This evaluation method can hardly reflect the students' mastery of a highly practical subject professional knowledge, especially the actual management ability of students. Unreasonable assessment methods will have a great impact on students' interest in learning, because examination papers mainly test students' memory of relevant theoretical knowledge, but less examine students' practical ability of using relevant knowledge of this discipline, which leads to students' not paying attention to in-depth understanding and thinking of relevant knowledge, and their specific application in actual situations, but only unilaterally pursuing temporary surprise memorization before exams, which greatly reduces the teaching effect and educational significance of management.

So the encrypted code is 41 14 45 49 22 34 71 41 34.

III. MANAGEMENT COURSE TEACHING REFORM PLAN

A. *Participate in the construction of practical teaching mode in many ways*

Practice teaching mode not only involves the interactive communication between teachers and students, but also needs the active participation and support of practice units. We seek

suitable teaching carriers, build a practical teaching platform with multi-subject participation, and carry out practical management teaching activities. Combining with the characteristics of disciplines and specialties, we should establish cooperative relations with enterprises, institutions, administrative organs and social organizations, and encourage students to participate in the activities of cultivating practical ability, so as to improve their organizational management ability, communication ability and risk control ability, so that students can have an intuitive understanding of social reality during this period. By applying theoretical knowledge to the process of solving practical problems, students can be more deeply aware of the problems existing in real social management and the solutions to the problems, so as to complement each other between the training of students' practical ability and the study of classroom theoretical knowledge, make up for the shortcomings existing in the traditional teaching mode, and promote students' comprehensive improvement in organization, coordination and communication.

B. *Case analysis resonates with students*

The traditional teaching content mainly focuses on theories, schools and the introduction of representative figures, which inevitably seems boring. To enhance students' interest in learning, it is necessary to enrich the teaching content, innovate the theory and methods correspondingly, and add teaching materials closer to life that can solve the current social reality problems, which can arouse students' resonance in the classroom teaching process, thus arousing their enthusiasm for learning management. Taking the professor's hierarchy of needs theory as an example, considering the students' lack of practical experience, it is difficult to understand the behavioral effects of different levels of needs on individuals. Starting from Journey to the West, which students are familiar with, we can analyze the behavioral characteristics and different pursuits of the five masters and apprentices in the play, and lead to different levels of needs of different individuals. In this process, students can not only have perceptual knowledge of different levels of needs, but also be guided to cultivate advanced needs.

C. *Combination of theory and practice*

In view of the limited coverage of professional theoretical knowledge in management teaching in colleges and universities, the emphasis on the study and memory of theoretical knowledge, the insufficient cultivation of students' practical ability, and the need to improve students' ability to solve practical problems, it is necessary to strengthen students' learning consciousness of integrating theory with practice, and let students understand the essential function value of management through practice teaching mode, so as to mobilize students' learning enthusiasm, reasonably apply the learned function value to practice, strengthen the cultivation of students' practical ability of theoretical knowledge, and realize the two-way development of theory and practice [4]. Cultivate comprehensive talents with solid theoretical knowledge and strong practical ability to solve problems.



D. Constructing learning effect evaluation system

The teaching effect evaluation system adopted in management education in colleges and universities is not perfect enough, which only reflects the students' mastery of this subject knowledge through their daily attendance and examination scores, as well as the possible problems and areas they don't understand. This evaluation method can hardly reflect the students' mastery of a highly practical subject professional knowledge, especially the actual management ability of students [5]. Unreasonable assessment methods will have a great impact on students' interest in learning, because examination papers mainly test students' memory of relevant theoretical knowledge, but less examine students' practical ability of using relevant knowledge of this discipline, which leads to students' not paying attention to in-depth understanding and thinking of relevant knowledge, and their specific application in actual situations, but only unilaterally pursuing temporary surprise memorization before exams, which greatly reduces the teaching effect and educational significance of management [6].

IV. CONCLUSION

The teaching of traditional management courses is usually carried out by professional teachers' teaching experience combined with teaching materials. Although it can provide students with enough empirical knowledge and necessary text theory, there are still many shortcomings in many aspects, which restrict the improvement of students' application ability of management [7]. The learning environment required by constructivism has been strongly supported by the latest information technology achievements. Constructivism theory is increasingly combined with the teaching practice of teachers, thus becoming the guiding ideology of teaching reform of various courses [8]. This paper discusses the teaching reform of management course from the perspective of constructivism, trying to break through the old teaching methods and carry out in-depth and effective teaching reform and innovation of management. There are still many shortcomings in the research, and more teachers are expected to join in.

V. ACKNOWLEDGMENT

The work is supported by Tai'an Science and Technology Innovation Development Project (policy guidance): case-based teaching strategies for probability and Statistics in secondary schools (2020ZC355) and the 14th teaching reform and research project of Taishan University: Curriculum Reform and Practice under the Background of Information Technology and Big Data.

REFERENCES

- [1] M.Luo. Management paradigm theory research. Sichuan People's Publishing House, 2003.4.
- [2] C.J.Li. Analysis of research status and development trend of management. Journal of Huaibei Coal Teachers College (Philosophy and Social Sciences Edition), 2007(01):128-132.
- [3] P.P. Zhu, J.Xue, Y.Song. Discussion on the teaching reform of management education in colleges and universities from the perspective of constructivism. Science and Education Guide Journal, 2021 (20): 57-59+62. DOI: 10.16400/J.CNKI.kjdk.2021.20.019.
- [4] Y.C.Lei, J.F.Xiaoi. "Debate-style" classroom: the integration and development of dual education dimensions of theory and practice. Life Education, 2019(08):60-65.
- [5] Q.H. Dong, S.Y.Wang. Study on the learning effect evaluation system of "Higher Mathematics" based on the theory of multiple intelligences. Textile and Apparel Education, 2016,31 (03): 251-253. DOI: 10.13915/J. CNKI.fzfzjy.2016.03.020
- [6] J.H.Wang, Y.Y.Bai. Research on learning effect evaluation and feedback system under the background of big data. Science and Technology Innovation Herald, 2019,16 (22): 209-211. DOI: 10.16660/J. CNKI.1674-098X.2019.22.2019
- [7] L.X.Sun. Discussion on the linkage reform of management courses for economic management majors. Marketing, 2021(12):73-74.
- [8] J.M. Zhang, S.L.He. Instructional design of "smart classroom" based on constructivism learning theory. Cultural and educational materials, 2021(14):172-173.

Authors' biography with Photos:



Wenchao Chen is a teacher at Shandong Institute of Highway Technician. She obtained her master's degree from Russian Pacific National University. Her research interests are in the areas of international management.



Rui Chen is a lecturer at Taishan University. She obtained her master's degree from Shandong University in December, 2009. Her research interests are in the areas of application of probability theory, and applied statistics in recent years. email id: chenruimengting@163.com



Liang Fang was born in December 1970 in Feixian County, Linyi City, Shandong province, China. He is a professor at Taishan University. He obtained his PhD from Shanghai Jiaotong University in June, 2010. His research interests are in the areas of cone optimizations, numerical analysis, and complementarity problems.