

Application of Experiencing Type Teaching Mode in Business

Administration Major under Practical Thinking

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Abstract. Because of the rapid development of Chinese economic society, the society's demands on management personnel has been increasing and the demands on business administration talents have also been increasingly higher. Therefore, it has attracted Chinese higher education's high attention to the cultivation of talents at business administration major. In order to adapt to the current development trend, the society must deepen reforms, innovate cultivation of talents at business administration major, re-determine goals of educational teaching, complete personnel training mode continuously, promote the growth inter-disciplinary practical management personnel, guarantee that the society's demands of business administration talents can be satisfied and remit contradictions between supply and demands of talents. The application of experiencing type teaching mode in teaching of business administration major can promote the efficiency and quality of professional talents cultivation. In essence, it means taking into consideration both theoretical standards and practical standards so that students can do case analysis under practical thinking and create a scientific platform for the application of business administration application. The implementation of experiencing type teaching mode requires us to reform and innovate our traditional teaching mode, enhance students' knowledge application ability and comprehensive abilities.

Business administration major is an important major in universities, whose main purpose is to cultivate high-quality management personnel. Modern business administration personnel not only have to be equipped with good management theoretical knowledge standards, but also management methods and management technology of various sciences so as to satisfy the society's demands on applied talents. During the educational process of modern business administration major, cultivation of students' management practical abilities and executive abilities must be strengthened. However, currently, quite a large part of students at business administration major are bad at management practical techniques and their application system of business administration theoretical knowledge is not complete enough. Confronted with this situation, students must be guided to study business administration courses systemically and their management practical abilities must be strengthened while the application of experiencing type teaching mode can just reach this goal. Experiencing type teaching mode belongs to the category of case analysis method and it has strong practicalness and operability, so we can include it in the category of simulation training measures. Fundamentally speaking, experiencing type teaching mode is the extension of case teaching methodology. The application of the teaching method can promote the transition of business administration education and transform the traditional education to professional ability education combining theories and practice [1].

Necessity of the implementation of experiencing type teaching mode

Fundamentally speaking, social competitions are competition among talents. We must pay high attention to talents cultivation, especially the cultivation of business administration talents; their professional techniques and comprehensive abilities must be strengthened so that they can stand out in the fierce market competitions and have abilities that can adapt to the society. In recent years, increasingly more educators have realized the importance of the combination of theories and practice. The educational philosophy of “career design leading education” has been supported and accepted by people gradually. Quite a part of educators began to innovate and complete specific teaching methods and schools began to encourage teachers to be dedicated to individual case teaching process and realize multiple interactions; in the meantime, industry environment simulation teaching mode, working scene experiencing type teaching mode and other teaching modes rose and a large amount of work began successful butt joint with industrial frontline.

Case teaching mode and its applied significance. Application of case teaching mode requires to be strengthened at class case teaching work, propel case discussions actively and analyze written reports of cases deeply; in the meantime, case roles simulation work can be organized, case class speeches and case debates and various teaching activities can be carried out. We should increase the integral work efficiency continuously, guide students in case teaching experiential learning and interactive learning, promote the effective combination of theories and practice, set up good teamwork awareness and truly realize the meaning and essence of management. Through this teaching method, we can excavate and cultivate inter-disciplinary talents at business administration major more accurately, analyze and solve various problems in management process more effectively and strengthen talents actual combat techniques. Teachers should innovate and deepen curriculum design continuously, develop various series of modules effectively and guide students to learn the techniques necessary to modern professional managers.

Experiencing type teaching mode and its application significance. Experiencing type teaching means re-showing practice and development environment of things, or realizing effective simulation of the development process, or reproducing the situation and so on to strengthen students’ speech ability and further improve their communication abilities and other management occupational skills. Experiencing type teaching mode and its application can promote students to learn to start from realities in the constructed teaching situations, explore existing problems actively and solutions. This teaching method can help students understand relative experiencing type teaching knowledge points better and facilitate the promotion of students’ comprehensive techniques. The core part of experiencing type teaching is role play and self-play. On the one hand, in scenario experiencing type, role play should be tried for teaching; teachers can arrange students to play a specific management role and process relative management affairs; teachers can also organize students for debate so as to assess and evaluate the team’s cooperative spirit and strain capacity. On the other hand, teachers can set relative teaching scenarios scientifically and examine students’ individual strain capacity and analyze students’ conversation abilities and official document processing abilities. Through this teaching method, effective cultivation of students’ analysis ability and judgment abilities can be realized effectively so as to promote students’ decision-making abilities and word processing abilities as well as other management skills.

After finishing the above independent projects, teachers should organize a large-scale management game to realize all-dimensional understanding and research of experiencing type teaching method. Teachers can guide students to finish certain task through games so as to strengthen every member’s individual management abilities and further promote the whole team’s cooperative abilities, cultivate good team spirit and promote the improvement of management personnel’s comprehensive abilities. Teachers can arrange students in a certain group to set up a

contemporary task team and it is not necessary to appoint a certain student as team principal; rather, teachers can ask students to discuss on a given task to strengthen students' interpersonal relationship processing abilities and guarantee students to possess more professional qualities of managers.

Setting experiencing type teaching content scientifically and completing business administration curriculum system

The content of experiencing type teaching can be divided into 4 types: the first type is liberal educational courses, the second type is disciplinary foundation courses, the third type is professional educational courses and the fourth type is autonomous selective courses. In the above four types, liberal educational courses are made up of compulsive courses and selective courses. Ideological and moral education should be included in required courses and three other kinds of courses are also required courses: the first type is comprehensive foundation courses, the second type is computer and the third type is foreign language and PE courses. Selective courses are divided into two types; the first type is public art courses while the second type is interdisciplinary selective courses. Disciplinary foundation courses can be divided into required courses and selective courses. Required courses should include advanced mathematics, microeconomics, macroeconomics, statistics and other disciplinary foundation courses; also, it should include professional foundation courses such as technological economics, financial management and management information system and so on. As to selective courses, it should include technical courses such as e-commerce and technological innovation and so on besides finance and managerial psychology [2]. As to professional educational courses, three types of courses are compulsory. The first type is production and operation management; the second type is human resource management and the third type is strategic management of enterprise. Selective courses mainly include quality management, material flow management, and enterprise chrematistics and applied writing and so on. Besides this, students can also choose various selective courses set by the school according to their own interests and hobbies.

Completing experiencing type teaching method and increasing business administration teaching effectiveness

In experiencing type teaching process, teachers should carry out teaching by interesting teaching means, simulate students' learning enthusiasm, improve students' interest in business administration knowledge and enhance their learning initiative and enthusiasm.

The application of multimedia teaching method in business administration teaching. Teachers can conduct business administration teaching by multimedia method, which means teachers can rely on various multimedia technologies and provide audio-visual materials of good quality to promote the improvement of teaching efficiency and treatment. The application of the teaching method can guide students to learn and grasp relative knowledge in the experience process. The application of multimedia technology can help patients to present some complicated charts and pictures directly. In the meantime, teachers can choose some audio and video materials that are relevant to teaching content and play them in class to construct a relatively real learning situation and improve students' learning efficiency and quality. The application of multimedia teaching means can not only promote teaching efficiency, but also stimulate students' vision, make students concentrated, promote students to participate in the learning process timely and improve teaching quality.

The application of scenario simulation in business administration teaching. Scenario

simulation means aiming at certain teaching scenarios and design, thereby realizing successful online of the event process, helping students to find problems in scenario learning process, considering solutions and promoting the improvement of students' individual abilities. Teachers can choose role play and scene play to push scenario simulation teaching. When teachers want to carry out scenario simulation teaching, they should design corresponding cases first, list some management problems that need to be solved, arrange students to play certain roles in the case, analyze and solve relative management problems and improve students' problem-solving abilities. The application of the teaching mode can take students to teaching scenarios in time and improve teaching operability and timeliness; in the meantime, it can endow more interest to class teaching, promote students to have some inspirations during role play and improve teaching effects.

The application of case teaching methodology in business administration teaching. After analyzing Harvard Business School's experiences at practical teaching, the application of case teaching methodology can promote effective combination of theories and practice. Students can feel scenarios in the cases by themselves and understand relative management theories more deeply; in the meantime, the application of the teaching means can help students to strengthen problem-analysis ability and solution ability. When teachers are carrying out case teaching, they must analyze the specific teaching goals and real teaching demands of business administration and then filtrate the cases scientifically [4]. Students should learn to use what they have learned for all-dimensional analysis of the actual operation state of the subject enterprises in cases, explore their deficiencies and disadvantages in management process, analyze the reasons and propose corresponding solutions. Teachers should encourage students to see problems from different perspective in case the solutions are complete enough.

Innovating experiencing type teaching evaluation system actively and grasping real situations of business administration teaching

Experiencing type teaching is hugely different from traditional examination methods in specific evaluation methods. Under experiencing type teaching, we must cast aside the ideas and actions of using a piece of paper for teaching evaluation; rather, we should use the combination of team evaluation and individual evaluation and optimize teaching evaluation system. Individual evaluation should rely on simulated interview and career design. As to team evaluation, students should be grouped scientifically, teachers propose the case and the competitions begin with teams as basic units; then, different teams can carry out planning by themselves and implement relative tasks; as to those competitions without objective indicators, individual students can be chosen from student groups as representatives and have them participate in grading evaluation activities. After the teaching, students should summarize their learning experiences and express them in written form. In addition, after the completion of all junior college courses, students at management major of the same grade should be organized to entrepreneur competition and innovation competition. Through these competitions, students will present their comprehensive abilities, management skills as well as knowledge grasping situation, and teachers can provide guidance to their future career choice [5].

Strengthening the construction of experiencing type teaching practice base, promoting comprehensive development of students at business administration major

If we want to promote the implementation of practical teaching of business administration major, we must pay high attention to the construction of teaching practice bases. Business administration major should construct relative practice bases through cooperation between schools and enterprises,

adhere to school-centered ideology and establish good cooperation with relative enterprises and public institutions as well as scientific research institutions so as to guarantee students and teachers to participate in corporate management process, understand the operational state of enterprises and units from multiple perspectives and analyze their separate development characteristics. When teachers and students are visiting enterprises, units or interning in enterprises or units, they can try to apply their business administration knowledge into corporate management, promote the effective combination of knowledge and practice, strengthen students' manipulative ability and promote their comprehensive quality standards. In addition, through cooperation between schools and enterprises, enterprises can learn the latest theoretical knowledge and management philosophies in management science and then apply them to corporate management so as to promote the enterprise's further development and process.

Conclusion.

All in all, under practical thinking, experiencing type teaching mode can play remarkable roles in business administration major. It can promote teaching efficiency of business administration major and the rise of teaching quality; it is beneficial to cultivate high-quality inter-disciplinary talents at business administration major, strengthen students' management skills and comprehensive qualities as well as the growth of both teachers and students. In the future business administration experiencing type teaching, teachers should set experiencing type teaching content scientifically, determine specific teaching goals, exert the active roles of case teaching, multimedia teaching and scenario teaching in business administration teaching, improve students' learning interest and promote teaching effects. In addition, we should innovate teaching evaluation system continuously, guarantee the scientificity and effectiveness of teaching evaluation, strengthen construction of teaching practice bases, promote cooperation between schools and enterprises and realize the mutual improvement of schools, teachers, students and enterprises.

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