Implementation and Effect Analysis of Flipped Classroom Teaching of Management in Application Oriented Universities

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Abstract

In order to improve the learning efficiency of students majoring in management in China, under the guidance of the teaching concept of "taking students as the core", schools regard students as the main body of teaching activities, and actively use the flipped classroom teaching mode in the teaching of management. As a new teaching form, flipped classroom provides many new ideas and new ideas for our teaching classroom. At the same time, interactive learning and inquiry learning are the main teaching activities. The flipped teaching mode applied in management major in Colleges and universities is no exception. This paper analyzes the contemporary development of the teaching mode of early management in Colleges and universities Finally, we hope to help the teaching practice of flipped classroom in the future.

Keywords

Flipped classroom; Management; Teaching reform.

1. Overview of Management

In the teaching process of economic management major, management is one of the core courses. Management plays a leading role in all the courses of economics and management, which lays a solid foundation for future students to learn management courses. A few years ago, the traditional teaching mode of course explanation in Colleges and universities in our country is the traditional teaching mode, which takes the teacher as the teaching center and the indoctrination teaching method as the main teaching method. This traditional mode will not effectively change the current students' learning state, and it is difficult for students to play their subjectivity, which leads to the teachers' teaching can not achieve the ideal effect. Therefore, in order to improve the learning enthusiasm, management thinking and management practice ability of the management students in our country, it has become the main problem for the management teaching workers to transform the students' passive learning into active learning and improve the teaching effect of the economics and management specialty in our country.

2. An Overview of Flipped Classroom Teaching

Flipped classroom is a new teaching mode in the teaching mode, which also subverts a new concept of traditional teaching. In recent years, with the rapid development of the times, flipped classroom has been used by the majority of front-line teachers. It is mainly used in the teaching of Biochemistry, pharmacology, physics, medical imaging and other science and engineering. In the application of liberal arts, English and education are also more widely used. However, due to the current teachers' research on the application of flipped classroom teaching mode in management major has not been widely applied, and throughout the practice of flipped classroom on students' academic performance, most of them are more theoretical and less practical. In addition to the novel education mode, flipped classroom processing can also

provide massive learning resources for students through Internet technology. For example: blue ink cloud class, superstar video teaching network and so on, all provide a very solid foundation for flipped teaching.

3. The Teaching Reform of Management under the Flipped Classroom Mode in Application Oriented Universities

In recent years, the focus of Application-oriented Teaching in our country has been curriculum reform, which can improve the teaching quality and efficiency. The main way of curriculum reform is to reform students' learning style and teachers' teaching style. In this process, teachers generally only pay attention to the individual teaching of students, but ignore students' learning attitude and the ability to apply knowledge. Flipped classroom can not only improve this situation, but also help students make better use of knowledge in the process of practice. In order to effectively promote the teaching reform of management course in Colleges and universities in our country, this paper makes a simple analysis on the current situation and existing problems of course teaching in Application-oriented Colleges and universities.

Compared with the traditional teaching mode, flipped classroom teaching is easier for students to understand the learning content. The traditional teaching mode is the teaching mode of explaining in class and digesting by students after class. The flipped classroom teaching mode is to use modern means to reverse the knowledge internalization time of knowledge teaching, so that students can fully grasp the basic content of the class before class, and conduct mutual discussion, scenario simulation and teachers' guidance on students' questions in class. In this way, students can not only actively integrate into the classroom, but also fully grasp and use knowledge. It strengthens the communication between students and teachers before class, in class and after class, and teachers can also improve students' autonomous learning ability and the use of textbook knowledge.

3.1. The Current Situation of Management Teaching in Application-oriented Universities

The goal setting of management education is different between application-oriented and research-oriented universities. The teaching goal of management course in application-oriented universities is to provide high-quality application-oriented talents to meet the transformation and development of regional economy and society. The teaching goal of teaching course in research-oriented universities is to provide research-oriented talents with super high research ability for the society and universities. Management is the core course of Business Administration formulated by the Ministry of education of our country. It is a very important professional course in this discipline. The main purpose of setting up this major is to organize and distribute all kinds of production factors reasonably. At present, the application of most colleges and universities in the teaching of management is that the teaching quality is low, students' interest in learning can not be mentioned, mainly for the single teaching method of teachers. At present, most colleges and universities still use the traditional teaching mode to teach, indoctrination teaching can not arouse students' interest in teaching content. Secondly, there is a lack of interaction and discussion between teachers and students. In the case of teachers as the main body, there is less communication between teachers and students, and the overall level of interaction is not high. Finally, the teacher did not assess the students' application skills in the course assessment. It is not comprehensive for teachers to evaluate students' learning achievements in this semester only by the results of one examination paper. Teachers should pay more attention to students' specific use of knowledge.

3.2. Teachers' Reform of Management Teaching under Flipped Classroom Mode

The teaching goal of management in Application-oriented Colleges and universities is that students fully grasp the basic knowledge in textbooks, understand the main content of students' future work, guide students to the reform of China's management practice, and cultivate the ability to analyze and solve problems in the actual management work. Because ordinary colleges and universities pay more attention to students' academic research and theoretical innovation ability, application-oriented colleges and universities pay more attention to students' practical ability. Therefore, in the teaching work, teachers will increase the frequency of using project cases with rich content on the website and PPT display, focusing on cultivating students' practical ability. At the same time, in the theoretical explanation, teachers will briefly introduce the basic theory of management. How to apply the main basic theory in practical work, we should absorb the good aspects of the case, strengthen the combination of theory and practice, in order to improve the students' ability to solve problems in practical work. Therefore, if we want to better implement flipped classroom teaching, we should design three parts: preview before class, lecture in class and promotion after class based on cultivating students' basic core knowledge of management.

First of all, the pre class preview stage of teaching methods. In the pre class teaching design, teachers should combine with the modern education information platform. Through the way of teachers publishing tasks online, students can learn independently and find the answers to the questions, and then publish their own opinions on the platform. In this way, teachers can effectively design the teaching content, adjust the difficulty and reasonably plan the teaching content according to the situation that students complete the task before class. While preparing for the content design before class, teachers should have a deep understanding of the teaching content of the next class, so that the preview content of the design is close to the teaching content. Teachers can also carry out scene design, so that students can overcome the psychological difficulties in learning and obtain a more real learning experience. At the same time, teachers can make the relevant task list, let students complete the task according to the steps, so that students can think more clearly. Finally, due to the rapid development of the Internet, teachers can use the modern education network platform to choose teaching videos suitable for their own teaching content. These materials can not only increase students' knowledge, improve students' interest in learning, but also enrich teachers' teaching content. In the flipped classroom teaching mode, teachers should always pay attention to the students' learning progress, estimate the students' questions in the preview designed by teachers, and be prepared to answer them in advance. Teachers should establish a scientific teaching index system before class. In this system, not only students' initiative should be well reflected, but also students' learning effect, sense of teamwork and ability to use knowledge should be accurately displayed.

On the other hand, from the perspective of students, in the pre class preview arranged by teachers, students should complete the preparation of pre class tasks according to the task list arranged by teachers, and choose relevant learning materials according to their own learning basis and learning interest. The main way is the network platform of learning resources. If the network platform can not solve the problem, we can discuss and research with students or teachers through the platform of teachers publishing problems. Only after students have a certain understanding of knowledge, can they smoothly step into the stage of understanding and application of knowledge. In addition, if the students can independently carry out the pre class preview stage, they can develop their ability to analyze and solve problems independently.

Secondly, the course design of teaching classroom knowledge. In the current teaching mode, teachers should focus on the flipped classroom teaching mode. In the conventional teaching

classroom, teachers should supervise students to complete their own homework. If students have questions about the content of the class, they can solve the problems through discussion, which can not only strengthen students' understanding of knowledge points, but also fully realize the internalization of classroom knowledge. When teachers release learning tasks, they can integrate heuristic education mode, combine heuristic education ideas, and combine knowledge points with cases to enable students to discuss and analyze. By setting up learning groups, teachers can let students fully express their views and make students' thoughts or views collide. This can not only deepen students' cognition of learning content, but also enhance students' ability of autonomous learning and problem-solving. The flipped classroom teaching mode can be combined with the teaching resource platform for interactive learning between students and teachers or between students. This teaching mode enables teachers to grasp students' learning situation in time, correct students' mistakes in time, and teach and answer students' problems in the learning process. After that, students can draw inferences from one instance and learn by analogy through the guidance of teachers, so as to better cultivate students' ability to analyze and solve problems. Finally, at the end of teaching class content, teachers can make stage comments on learning tasks by combining students' self-evaluation or group evaluation. Although our country advocates taking students as the main body, teachers are also another main body in teaching, so teachers have certain authority and role for students' comments at this stage, and teaching can not do without teachers' effective guidance.

Finally, the teacher's teaching design for the stage of knowledge promotion after class. In the flipped classroom teaching mode, teachers should reflect on the teaching content and teaching methods after class, mainly collecting and analyzing the students' learning situation. Teachers should collect, sort out and summarize the specific solutions to the problems encountered in the teaching work, and upload the summarized contents to the network communication platform. This will not only help teachers to improve the future teaching content, but also help students to find materials in the future, and improve their ability to understand and master the course. When teachers reflect after class, they should mainly reflect and think about the classroom effect, students' mastery of knowledge and skills, students' completion of learning, whether students have mastered the correct learning methods and students' ability to use knowledge.

From the perspective of students, students should summarize, summarize and reflect on the knowledge learned in class, and constantly make them master the content and have a strong proficiency in the use of knowledge in the process of consolidation and practice. And students should interact with students and teachers through the platform, which has realized the all-round cultivation of students' knowledge, ability and quality in classroom teaching.

4. Conclusion

The modern education teaching idea has been fully reflected in the flipped classroom teaching mode, and the specific way is to change the center of imparting knowledge to the center of teaching, which is also the transformation of the traditional teaching mode from "one teaching for learning" to "learning for teaching". On the basis of flipped classroom teaching mode, we should reasonably combine the basic knowledge of management and carry out specific time teaching activities. The main ways are to make teaching objectives, to make specific teaching process and to reflect on the practical activities of curriculum teaching reform. On the basis of flipped classroom teaching mode, most application-oriented universities in China have carried out many practical activities in the design of management courses. The practice shows that the effect of flipped classroom practice teaching is very obvious, which has a good role in promoting the teaching of college courses. But at present, flipped classroom teaching mode does not play

a full role in the application, it still has a lot of room for improvement, which needs further exploration and research in the field of education.

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