Study of Problems and Countermeasures of Blended Teaching in"Store Operation Management"

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Abstract: With the support of scientific and technological progress of"Internet+",blended teaching has been greatly developed,which makes the forms of teaching more diversified,and students'learning no longer limited to the traditional classroom. However,in the process of blended teaching,problems such as the decline of students'learning motivation,insufficient teaching resources,low participation of students in interaction,and mismatching evaluation standards greatly reduce the teaching effect.This paper focuses on the teaching of"Store Operation Management"and puts forward corresponding optimization strategies,hoping to provide some references for the blended teaching of the courses of professional skills.

Keywords: Higher vocational education;Business and Enterprise Management;Store operation management;Blended teaching

1. Introduction

Store operation management is a practical and theoretical,scientific and artistic interdisciplinary applied subject[1],and its post is highly targeted,which requires teachers to combine theory with practice,to combine"teaching,learning and doing".On the one hand,it makes students easier to understand theoretical knowledge and form their own knowledge system;On the other hand,it makes the teaching content keep pace with the actual operation and not be disconnected.

2. Blended Teaching Mode

Blended teaching refers to the teaching method that provides resources and activities that are compatible with the appropriate learning environment through the application of appropriate media technology at the appropriate time,to enable appropriate students to form appropriate abilities,so as to achieve the optimal teaching effect[2].At present,the blended teaching of store operation management has basically formed a more reasonable framework design that uses the"Internet+"technology to strengthen the combination of theory and practice before,during and after class,through online and offline teaching.

3. Teaching Status and Existing Problems of Store Operation Management Courses

The teaching team of the university where the author worked found some practical problems through the implementation of blended teaching and observation of store operation management.

3.1 The decline of students'learning motivation

Firstly,the course has a wide range of knowledge points and strong specialization,so students are easy to causes antipathy against it.

Secondly,vocational college students generally have a weak foundation and have certain difficulties in mastering the curriculum,which can easily lead to a fear of difficulty.

In addition,students generally report that the campus internet speed is slow,which makes it difficult to support online video resources,leading to some students gradually losing patience.

3.2 Insufficient online and offline teaching resources

3.2.1 Lack of online resources

At present,online teaching resources mostly focus on general theoretical teaching,and lack practical demonstrations,making it difficult for students to intuitively understand.

3.2.2 Lack of training base resources

At present,the training base of store operation and cooperative stores are extremely short of resources,resulting in a disconnect between theory and practice.

3.3 Low participation of students in interaction

3.3.1 Delayed online interaction

Students'online learning time is relatively scattered,and teachers find it difficult to answer questions in a timely manner,which can easily lead to a decrease in students'enthusiasm for learning.

3.3.2 Insufficient offline interaction

This course has many knowledge points,which makes it difficult for teachers to fully explain the entire content in a limited time. It is easy to cause teachers to unconsciously"catch up"and ignore interaction.

3.4 Evaluation method needs improvement

Compared to traditional classrooms,blended teaching should place more emphasis on the process evaluation of students.However,when implementing blended teaching,the final exam scores still account for a large proportion,and the proportion of process evaluation is relatively low,failing to fully mobilize students'initiative and creativity[4].

4. Optimization Strategies for Blended Teaching of Store Operation Management Courses

4.1 Enhance students'learning motivation

4.1.1 Clear goals,interests first

In response to the characteristics of vocational college students,teachers should teach knowledge points in the principle of enough to use to prioritize attracting students'interest,and connect the employment or entrepreneurship issues concerned by students with the course content to enable students learn with a clear goal.

4.1.2 Task-driven,student-centered

Students need to experience the market environment during study,cultivate professional quality according to the standards of enterprises to lay a foundation for future employment and entrepreneurship.

The key part of the course should be task-driven,and integrate the latest technology of the enterprise into the course in a timely manner,which can make students contact the new knowledge of the industry and meet the requirements of students'professionalism.

4.1.3 Fragmentation of specific knowledge points

The design of online tasks should be as brief as possible.Each knowledge point and its test should be for no more than 5 minutes.It is convenient for students to use fragmented time to complete it,so that students can continuously accumulate a sense of accomplishment.

4.1.4 Optimize campus network construction

The campus network needs to be optimized and accelerated as soon as possible,so that students can improve efficiency in learning online resources,which can strengthen their learning motivation.

4.2 Promote students'interaction

4.2.1 Grouping promotion to enhance interaction

The grouping mentioned here is to divide 5-6 students with the same or similar interests into a group,such as those who are interested in clothing stores into one group,and those who are interested in beauty stores into another group,which makes students more purposeful in seeking knowledge,makes it easier for students to have more interactive communication,makes students more cohesive,and makes students better complete the online preview task before class.

During this process,students can first discuss problems with their classmates in the group,and if they cannot solve them,they can then summarize the problems for the teacher to answer,greatly reducing the workload of the teacher.Moreover,teachers can gather the interests of each group of students in advance,and shoot the arrow at the target--have a definite object in view,which is easy to mobilize the classroom atmosphere and increase interaction.

4.2.2 Expand tasks to continue interaction

After class,teachers can publish practical tasks on the learning platform,such as the layout design inside and outside the store.Each group will share the design works in the discussion area,members of other groups can comment and ask questions,and teachers can also give corresponding guidance.Through interaction,students gain a deeper understanding,which makes the designs of the groups more feasible.Teachers can also select some groups to make presentations in class,so that students can gradually form the habit of self-conscious learning,independent thinking and spontaneous practice.

4.3 Build a system of high-quality teaching resources

The survey found that courseware,micro-lessons(or videos)and exercises were considered to be the most helpful resources for

students;Discussion and communication,self-study by watching micro-class videos and case analysis are the most popular online learning activities for students.

Therefore,when integrating online resources,in addition to courseware,we can focus on collecting micro-lessons,videos,practice tests,cases and other resources.

4.3.1 Integrate teaching resources

Firstly,teachers can collect relevant resources through online platforms such as Xuexitong and MOOC[3].

Secondly,you can create your own teaching resources,such as recording teaching videos and micro classes.You can also consider introducing virtual reality software to assist teaching,increasing interaction in different contexts,and enhancing students'interest in learning.

Thirdly,students are encouraged to help provide material,such as collecting and sorting out relevant hot events,data and videos,etc.,to provide optional resources for teaching.In addition,students can make short videos of classic scenes in store operation,such as commodity display,tally,stacking arrangement,inventory,shopping guide,cash register,etc.

Fourthly,we can hold video production competitions on skills related to store operation to attract teachers and students from various universities to share excellent works on online platforms.Teachers of each school can compare and filter the works on the platform and add them to the teaching resources.

4.3.2 Construction of training bases

Firstly,we should make reasonable use of campus store resources.we can negotiate with convenience stores or small shops on campus to allow students to experience the actual operation of the store,which in turn increases the traffic.

Afterwards,it is possible to choose opportunities to collaborate with suitable stores outside of school,providing students with more experiential choices.

4.3.3 Optimize teaching team building

In the construction of teacher team,three advantageous resources,such as discipline leaders,backbone teachers,part-time teachers or enterprise mentors,should be the core.

Firstly,teachers are encouraged to obtain relevant professional qualification certificates,and to visit enterprises to learn,and take up posts to improve teachers'practical operation ability,and become"double-position"teachers who can speak and do.

Secondly,enterprise lecturers are invited to teach and demonstrate the working requirements and real cases of store operation to students,so that students can feel the real store operation.

4.4 Optimize the assessment and evaluation methods

4.4.1 Increase the proportion of process assessment

With the help of"Internet+"information technology,blended teaching makes a faithful record of the"traces"of students'online learning and interaction.Teachers can evaluate students'efforts on this basis.And it also plays a role in strengthening subsequent learning.

4.4.2 Introduce value-added evaluation

Teachers can guide each group to upload the training operation video works to the information platform for sharing,and learn from each other,which can form a multi-subject evaluation method of self-evaluation,group mutual evaluation,teacher evaluation and enterprise mentor evaluation[9].Among them,excellent works can be added to the teaching resources,and at the same time,extra points are given to encourage students to continuously improve their practical skills.

5. Conclusion

Blended teaching is a constantly developing teaching model.In the process of implementation,it is necessary to enhance students'learning motivation,promote students'interaction,build a high-quality teaching resource system,and optimize assessment and evaluation methods with study situation,so as to give full play to the advantages of blended teaching more effectively.

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