

Based on Situation Simulation Method Analysis of Teaching Reform Strategy

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Abstract: The teaching method of human resource management course in universities should be formulated only around the development of talent goals, and cultivate high-quality talents with innovative spirit and practical ability. The traditional teaching method is difficult to adapt to this highly practical course, so the article will combine the basic requirements of teaching reform, timely and reasonably analyze the practical teaching content of human resources teaching management, and find the most appropriate teaching strategy. Based on this, the article first introduces the importance of situation simulation in teaching reform, and then puts forward some effective teaching reform strategies for reference.

Keywords: Situation Simulation; Colleges and Universities; Major in Human Resource Management; Teaching Reform Strategy

Introduction

As a highly practical course, human resource management is comprehensively discussed from the aspects of talent planning, recruitment and training. As a high-quality professional teacher, we need to understand the basic goal of talent training in colleges and universities, and timely make necessary innovations in teaching methods and content, so that students can better adapt to the basic needs of social development at this stage. Situational simulation is to reproduce the specific environment and process again, from which students can find and solve problems, hoping to strengthen self cognition in a short time.

1. The Importance of Situational Simulation in the Teaching Reform of Human Resource Management Major in Colleges and Universities

1.1 Ensure the quality of teaching

In the stage of traditional human resource teaching management, teachers are generally the center, which leads to the unitary teaching method. Moreover, the teaching content of human resources management major in colleges and universities is mostly based on the knowledge points in the textbooks, which leads to the monotonous learning process of students, lack of long-term enthusiasm, and can not guarantee the teaching effect. The effective application of the situational simulation teaching method makes the teaching method simpler and more flexible, stimulates the enthusiasm of students to participate, and helps to master more professional knowledge. Therefore, the reproduction of knowledge from the situational simulation can fundamentally ensure the teaching effect.

1.2 Effective combination of theory and practice

The situation simulation method itself has natural advantages. It is not limited to the explanation of human resources professional knowledge alone. It also needs to match reasonable teaching content as a basis, set up a perfect situation simulation environment, provide students with a perfect simulation practice platform, and truly demonstrate the effective combination of theoretical knowledge and practice, so as to promote the smooth progress of curriculum teaching reform.

1.3 Improve students' comprehensive quality

The effective application of situation simulation method in human resource management majors enables students to fully understand their roles as managers and managed people in the process of learning and exploration, learn knowledge from virtual situations, and gain profound practical experience, which is not available in traditional teaching. Through situation simulation, this problem can be effectively solved. Students can actively read relevant materials, improve their self reading ability, reasonably apply various learning resources, and improve their organizational level.

2. Teaching strategy of human resource management major in colleges and universities based on situation simulation

2.1 Strengthen the comprehensive application of practical knowledge

The teaching of human resource management specialty in colleges and universities generally starts practical training at the end of each semester, and makes a reasonable analysis of its practical ability. The construction of situation simulation needs to focus on the most real experience of students, operate and practice in the simulated situation, and then make the scattered theoretical knowledge in the teaching materials more real and specific. Students devote themselves to the whole process to achieve a high degree of combination of knowledge and situation.

For example, the situation simulation training in the employee recruitment stage will be analyzed in combination with the students' overall thinking, requiring the recruitment students to gather the characteristics of the positions, write job descriptions, design recruitment advertisements and topics that conform to the corporate image, and select appropriate testing methods, such as one-to-one communication, role playing, etc. to select the professional talents that best meet the requirements of the enterprise. In short, the implementation of situation simulation requires students to be familiar with the relevant recruitment process. For students who come to apply, they need to have a full understanding of the recruitment process and future career planning, and strengthen their comprehensive understanding of knowledge. From the final practice, it is shown that the existence of situation simulation provides students with an opportunity to practice, which is also an important means to improve students' professional ability and comprehensive quality. In view of the situation simulation in the teaching of human resource management, it also includes knowledge points such as performance appraisal, salary and welfare, which is relatively abstract and complex, and is difficult for students to grasp. Therefore, using computer software to simulate students, and using multimedia technology to achieve the dual combination of virtual and real, so that students can stay in the real situation and stimulate their interest in participation, which can also ensure the teaching effect.

2.2 Accurately grasp the role orientation of teachers

Situational simulation requires that students should always be the center in the real situation, so that students can improve their practical ability in activities. During the simulation training, teachers should go to the stage, reposition their roles, take them as the designers of the whole simulation activity, optimize the teaching process, determine the overall teaching objectives, and let students know the objectives and requirements of the simulation training. At the same time, teachers will make a comprehensive analysis according to the age, gender and job position of students in combination with teaching needs, do a good job in arranging the roles of student members, and put forward specific requirements for students' "deduction" in time, so that they can quickly enter the role state.

Compared with theoretical knowledge points, practical teaching is more attractive, and students have a strong will to operate. Professional teachers need to use the scenario simulation method to set corresponding situations, prepare sufficient textbooks before teaching, and create a reasonable learning environment for students. For example, teachers play cases in the way of video to promote students to understand the use of the situational approach, and then carry out a series of operations around the specific situation. In the whole process, teachers do not require students to operate strictly according to the video content, but focus on reflecting students' subjectivity, so that each student can adapt to the circumstances. As far as the final

practical effect is concerned, the situation design has strict requirements for teachers, so teachers must have strong teaching experience and management ability, so that scientific and reasonable simulation situations can be designed to promote the smooth progress of subsequent teaching.

2.3 Construct perfect teaching evaluation indicators

The reasonable development of teaching evaluation can ensure the teaching effect of human resource management specialty to a certain extent. It can not only enable students to actively understand their own shortcomings, but also help teachers to understand problems, so as to reform and optimize human resource teaching management. Moreover, we should also pay attention to the detailed records of assessment work in daily classroom teaching, develop a more perfect assessment system for students, and strengthen the importance of situation simulation, as shown in Table 1. Through a comprehensive and systematic teaching evaluation model, the students' simulated situations are evaluated in time, and the whole process of simulation is analyzed to achieve a reasonable analysis of students' abilities in all aspects.

Table 1 Simulated situation evaluation table

	Evaluation dimension	Evaluation index	Percentage
Implementation of scenario simulation	knowledge	Social knowledge	15%
		Expertise	10%
	Ability	express	10%
		Communication	10%
		Problem awareness	15%
		Cooperation capacity	10%
		Contingency	10%
	Attitude	participation and enthusiasm	10%
		Self awareness	10%

From the perspective of students' simulated evaluation, through the summary of management courses, the comprehensive characteristics of students in all aspects are taken into account to achieve a reasonable evaluation of students, help students correct their problems in learning in time, and then find the most appropriate solution to promote the smooth progress of professional courses teaching.

Conclusion

From the above analysis, as a new teaching mode, situation simulation method has extremely extensive application characteristics and plays a very important role in education and teaching in China. To implement the teaching work of human resource management, teachers need to update their ideas, adopt teaching strategies that are more in line with the development of the times, and apply the scenario simulation method reasonably to ensure the teaching level and quality, which can also cultivate more excellent human resource management talents for the society.

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