

Research on Business Management of Private Universities in China from the Perspective of Management Philosophy

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Abstract: In the new era, as an important part of higher education, private colleges and universities play an increasingly prominent role in cultivating application-oriented talents to meet the needs of the development of society, and in cultivating builders and successors with both virtue and talent. Therefore, the state also attaches more and more importance to the development of private colleges and universities. Private colleges and universities across the country are also making increasing efforts to cultivate and manage high-quality applied talents who focus on all-round development of morality, intelligence, physical fitness, the United States and labor. From the perspective of philosophy, management is a process from simple to complex and sustainable development, but also a process of quantitative change to qualitative change. Although different cultural schools in China have different understandings of management philosophy, Chinese management philosophy advocates “virtue” culture such as humanism and harmony, defines management as “governing people” and focuses on carrying out management work from the perspective of people. Based on the construction of modern management practice system under the management philosophy, this paper will explore the development of business management major in China’s private universities.

Keywords: Management philosophy; Private colleges and universities; Business management; Optimize the path

1. Foundation of modern management practice system under Chinese management philosophy

Modern Chinese management is based on western management theory and management mode, and gradually develops into a perfect management system by integrating into management practice. Since Taylor put forward the scientific management theory, the management concept has gradually changed from scientific management to post-modern management development, all of which were put forward by western European and American scholars. With the changing situation of modern management and the challenges of knowledge management and organizational learning, the drawbacks and problems of the western management system are constantly highlighted. The concepts of “instrumentalization of human” and “management tool”, as well as the analysis methods of subject and object “duality” and isolated demonstration, etc. put forward in the western management system have been unable to effectively solve various complex problems in modern management practice. Therefore, only by integrating the social environment and the modern way of thinking into the modern management philosophy, and effectively excavating the recessive factors involved in the management practice, can we truly achieve the best results of modern management. From the beginning of the 20th century to 1931 was the beginning stage of “three modernizations”. During the May Fourth Movement, there were three basic tendencies: the Western School, the conservative school and the revolutionary school. They debated with each other depending on Western philosophy, traditional Chinese philosophy and Marxist philosophy respectively. In the 1930s and 1940s, a new atmosphere emerged in the “Sino-Western Jockey Club Connection”. Through the debate on “materialist Dialectics”, many people in the philosophical circle began to recognize materialist dialectics as a scientific method of philosophy. Especially in 1936, the Communists and progressive intellectuals launched the “New Enlightenment Movement”, which clearly combined ideological rationalism, freedom and liberation in personal life, and political democracy with patriotism to save the nation from danger. Finally, he persuaded and won the recognition of the new democratic program of the Communist Party of China from the philosophical circle and progressive intellectuals. From 1949 to the founding of the People’s Republic of China, the trend of

“three modernizations” was basically discontinued. When summarizing the experience and lessons of this period, the academic circle should not only look at the political reasons, but also look at the root of cognition, but also look at the achievements of “Chinese and Western” philosophy in their respective fields. Since the reform and opening up, “Chinese and Western” philosophy has prospered in their respective fields. Although there are defects in the discipline construction caused by the fragmentation of research results caused by the eight secondary disciplines of philosophy and the one-sided emphasis on specialization and technicality, this stage has inherited and carried forward the tradition of “Sino-Western Malaysia-Malaysia” philosophical dialogue in the 20th century[Wang Qiang, &Huang Xiaoli,2017].

2. Study the significance of university business management from the perspective of management philosophy

2.1 Theoretical significance

First of all, the management philosophy of university management enriches the research perspective and research field of the educational circle. In recent years, college management has become a common concern in the field of social sciences -- no matter it is political science, education or sociology, they are sparing no effort to interpret and explore the problems related to college management from their own unique disciplinary perspective. Management philosophy, as an applied philosophy of philosophical reflection on management problems, cannot avoid the study of university management development related issues. The relationship between university information development and management determines the inevitability and necessity of this study. Therefore, from the perspective and method of management philosophy, the discussion of “what is the operational management of colleges and universities” and “how to develop the operational management of colleges and universities” can not only make people understand the nature, connotation and characteristics of higher education more systematically and comprehensively, but also confirm the practical value and “landing mode” of information operational management in the governance of private colleges and universities more specifically.

2.2 Practical significance

Exploring the business management of colleges and universities from the perspective of management philosophy is conducive to promoting and realizing the basic goal of the comprehensive development of information technology in Chinese higher education. The concept of development is the guide of development reality. At present, if China’s private colleges and universities want to solve development problems and cultivate development advantages, they should first establish correct development concepts and pay attention to efficient information development, and “enterprise management” is one of the important aspects. However, as far as the research reality is concerned, most of the researches on “university management” in Chinese academic circles remain in the aspect of theoretical propaganda, and the number of relevant academic research results is small. An idea is a guide to action, but an idea is only meaningful if it is actually put into action. For the study of “university management”, management philosophy not only considers the development of universities from a philosophical perspective, but also pays attention to its logic, contradictory environment, practice path and other practical aspects. How to make the “university enterprise management” from the conceptual level to the practical level is one of the purposes of this study, but also has practical significance[Wang Shizhen&Zou Xiaoqin&DONG Jingfei&Xu Jin,2018].

3. Practice and Exploration of business management capability-oriented teaching in private universities

3.1 We will improve the identification system, training system, assessment system and incentive system for double-qualified teachers to provide institutional protection

Grasp the quality of double-qualified teachers from the source, improve the identification system of double-qualified teachers, subdivide the certificate level, ensure the unity of the level, focus on the inspection of professional and practical ability. In addition, relevant clauses concerning practical teaching should be added to the promotion of professional title, salary, and reward policies of double-qualified teachers, and more importantly, their practical teaching ability and practical working ability should be examined. The participation of teachers in professional practice and the recognition of double-qualified teachers should be linked with the promotion of professional title, job recruitment, and application of talent projects, so as to improve the assessment mechanism and incentive measures. In the training system pay attention to long-term and regular, establish a long-term mechanism. In terms of the assessment system, it involves the content of the assessment of double-qualified teachers. The process and effect of practice can be incorporated

into the assessment system to improve the index system. To establish a matching with individual performance of the employment mechanism and scientific performance evaluation mechanism. In the incentive mechanism, professional title evaluation, scientific research rewards pay more attention to the dual teacher practice, pay more attention to the practical application. The perfection and establishment of a series of systems can actively promote the quality of double-qualified teachers and guarantee the construction of “double-qualified” teachers.

3.2 Carry out targeted training through multiple channels and forms to improve teachers’ professional and practical abilities

Focusing on research and planning, training should be conducted according to the real needs of teachers, which can be conducted in the form of online and offline, so as to do a good job in the preliminary research and planning. Make specific training arrangement plan according to the actual training ability and the objective needs of teachers, and demonstrate the training plan to ensure that the training plan meets the needs of teachers. Of course, teacher ethics training is also indispensable, teacher ethics is the key to the construction of teachers, the quality of teachers related to the quality of talent training and the implementation of the fundamental task of “moral cultivation”. The “moral cultivation” runs through the whole process of the construction of double-qualified teachers. In accordance with the training objectives of urban and application-oriented universities, the training content should also pay attention to the broadening of international vision, in addition to the development of domestic training plans, but also pay attention to the implementation of overseas visiting program. Urban and application-oriented universities should establish a three-dimensional training mechanism, including on-campus and off-campus training, combination of length and length, industry-academic cooperation, simultaneous education with non-education, interaction between teaching and research, and complementary theory and practice. According to the training objectives of the school, focusing on new knowledge, new technology, new technology and new methods, the tutor system is adopted. According to the actual teaching problems in the school, teachers should not only participate in social practice, but also have the corresponding professional qualification certificate. The most important thing is to evaluate the effect after the implementation of training, and combine the evaluation results with the annual assessment and performance assessment. The training should be targeted. The school can hire enterprise engineers for training according to the professional characteristics, so as to strengthen the teachers’ skill operation and improve their practical ability and operation level.

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