

# The Application of Situational Teaching Method in Management Teaching

Shuyun Zhang

Lyceum of the Philippines University, Manila 0900, Philippines

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**Abstract:** With the deepening of the transformation and development of colleges and universities and the proposed requirements for the training of applied talents, the traditional classroom teaching of educational management is facing various crises. In the process of prediction, scenario synthesis analysis is different in the difficulty of analysis and the appropriate time range of prediction, and also requires higher prediction skills, so the prediction results are more valuable to a certain extent. Based on the cultivation of educational management talents, it is necessary to use situational teaching method in the teaching process to help students experience a variety of management situations, effectively master the theoretical knowledge of educational management, and improve the ability of applying theory to practice. This paper discusses the theoretical connotation of situational teaching method, the necessity of applying situational teaching method in educational management and how to implement situational teaching method in the classroom teaching of educational management, so as to promote the in-depth application of situational teaching method in the classroom of educational management.

**Keywords:** Situational simulation; Experiment teaching; Method management; Teaching system

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## 1. The meaning and characteristics of situational simulation experiment teaching method

Situated Cognition and the Culture of Learning The concept of situated instruction first appeared in a paper titled “Situated Cognition and the Culture of Learning,” written by Brown, Collin, Duguid and published in 1989. They believe that “knowledge can only have meaning in the context in which it is produced and applied, knowledge can never be isolated from its own environment, and the best way to learn knowledge is in the context”<sup>[1]</sup>. The argument emphasizes the importance of context in the acquisition of knowledge. Situational teaching method was initially used in foreign language teaching. With the deepening of research, theory and application, it has now been applied in the teaching of many subjects, such as Chinese teaching, history teaching, physical education teaching, ideological and political theory courses, etc. There are many different expressions about situational teaching. Teacher Li Jilin thinks that “situational teaching” is “a teaching mode that starts from the dialectical relationship between emotion and circumstance, emotion and words, emotion and reason, emotion and all-round development, creates typical scenes, arouses children’s warm emotions, and combines emotional activities with cognitive activities”. “Situational teaching is to stimulate students’ emotions and thinking through the image description of certain events or the setting and simulation of certain environment, so that students can have a sense of verisimilitude, so as to achieve certain educational goals”. “Situational teaching refers to the creation of situations containing real events or problems, in which students independently understand knowledge and construct meaning in the process of exploring events or solving problems”. From the above expressions about situational teaching, we find that the main controversy about situational teaching lies in “what kind of situation to set”, whether it is a real situation or a simulated one; As for the purpose of the application of situational teaching method, the consensus is for students, in order to achieve the purpose of teaching; The subject of the application of the method is undoubtedly the teacher, and the object of the application is the student. We must be clear that in the practical application of the situational teaching method, the creation of the situational scene should be centered on the student. The creation of real problem situation or simulated problem situation plays a certain role in enhancing students’ participation in class and stimulating students’ thinking ability. Its main characteristics are as follows:

(1) A high degree of combination of theory and practice. Situational simulation experiment teaching method is a teaching method based on the combination of management theory and practice. Its combination is deeper, wider and closer than other teaching methods, so this method can best achieve the purpose of making students apply what they learn and cultivating comprehensive quality.

(2) The organic combination of emotion and environment. The goal of situational simulation teaching method is to establish a teaching simulation system combining “situation” and “environment”. It involves two aspects of the content: one is “feeling”, that is, people’s feelings, ideas, mentality and other emotional factors of the simulation, such as in the “factory director election” simulation experiment, not only to let the participants “immersive”, but also to create a let them have immersive feeling, so as to get close to the reality of exercise purpose; The first is “environment”, that is to simulate non-human factors in actual cases, including internal environment (such as personnel environment, operating environment, facilities, etc.), external environment (market conditions and national policies) and corporate culture.

(3) True integration of teaching and learning. For a long time, there has been a serious disconnect between teaching and learning. The implementation of situational simulation experiment teaching method can perfectly combine teachers and students to complete the task of teaching and learning together.

(4) A perfect combination of knowledge and interest. Situational simulation experiment teaching activities are real, vivid, colorful, and highly interesting and attractive, which can truly achieve the purpose of “edutainment”.

This paper holds that situational teaching means that in order to achieve certain teaching objectives, according to the needs of the taught content, teachers set up factual or virtual scenes in a planned and purposeful way to carry out simulation teaching in the course of classroom teaching, in order to stimulate students’ interest in learning and exploring, enhance students’ participation in class, and improve students’ ability to apply theoretical knowledge. To realize the unity of “teaching” and “learning” teaching methods. Educational management is a course with strong theoretical and practical characteristics. Students are surrounded by the phenomenon of educational management. In order to achieve a unified effect of knowledge, emotion, intention and action in the classroom of educational management, so that students can use what they have learned to analyze and solve the problems of educational management, it is very necessary to apply situational teaching method in the teaching process<sup>[2]</sup>.

## **2. The role and significance of situational simulation experiment teaching method in management teaching**

In order to train a large number of management talents to meet the needs of modern management, in recent years, the business administration education circle is actively exploring modern management teaching methods, focusing on the cultivation of students’ own ability, improving students’ participation and implementing experiential teaching. There are various forms of this teaching method, among which case teaching is one of the most striking. The information in the process of case teaching flows in both directions. Through the information interaction between teachers and students, the teaching effect can be improved. However, in the long-term process of case teaching, I also deeply feel that it still has the following limitations:

(1) The biggest limitation lies in the fact that students can’t visit the management situation and site in person, which hinders their application of management knowledge, cultivation of management quality and training of operational skills.

(2) Management practice activities are colorful and changeable, but case teaching can only select a few cases for teaching, which is easy for students to regard them as classics, generalizing and copying.

(3) In the process of case teaching, due to the lack of theoretical and practical knowledge, students are often unable to carry out in-depth analysis and discussion activities, so as to transform case teaching into case telling and story telling by teachers, which cannot make substantial changes in the learning effect.

The situational simulation experiment teaching encourages students to design and make necessary, simple and useful props by themselves, and make use of existing teaching conditions and experimental facilities to create or simulate the situation and atmosphere of management activities, so that students can engage in practical management activities with strong simulation. The difference between this method and other teaching methods lies in the change of roles of teachers and students and the change of information flow. In the situational simulation experiment teaching, the information flow in the teaching process is no longer one-way or two-way, but more information is transmitted between students. In the process of simulation activities, students take the initiative and have a high degree of participation, while the role of teachers is mainly “coach-style” inspiration and guidance.

## **3. Analysis of the implementation of situational method in the classroom teaching of educational management**

“The strong attraction and centripetal force of situational teaching lies in the full use of modern scientific and technological teaching equipment, video resources and picture resources in teaching practice, through demonstration, simulation and other forms, to carry out colorful classroom teaching”. The following will take the Educational Management Course edited by Chu Hongqi and Zhang Xinping as an example to analyze the application of situational teaching method.

(1) Create situations with the help of multimedia.

In teaching, the use of multimedia courseware to assist teaching can fully mobilize students' visual and auditory senses. Through vivid pictures, the boring theoretical content can be concretized and visualized, which can arouse students' attention and thinking on the teaching content and help stimulate students' interest in learning. The educational management experience of Jixia Academy is one of the more distinctive educational management experiences in ancient China, which plays an important role and enlightenment for modern educational management, and should be emphasized in the classroom teaching. However, since the Jixia Academy was founded 2,300 years ago, students know very little about the academy, and it would be difficult for students to accept and understand the academy through pure language explanation.

(2) Create the problem situation

The key to the creation of problem situation is to raise problems in the situation. There are many ways to express the problem situation, which can be put forward by the teacher to play the case video or verbally describe the case in close combination with the teaching content, or it can be put forward by the students to discuss, analyze and solve the problem. The creation of problem situation is conducive to breaking through the knowledge based education.

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## About the author:

Name, Shuyun Zhang, Date of birth, 19950509, Gender, female, nationality, Han, native place, Inner Mongolia, China, professional title, teaching assistant, educational background, Master of Education, Research field, Education