

# Exploration on the Teaching Reform of the Course “Principles of Management” in Applied Colleges and Universities

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**Abstract:** “Principles of Management” is a basic education course for economic management related majors, and the proportion of the two parts of theory and practice is equal. Therefore, if we want to achieve very good classroom teaching results, we must be able to optimize and reorganize the existing teaching methods and teaching processes. This article provides an optimization plan for the teaching process of this course from the aspects of textbook selection, teaching goal setting, improvement and optimization of relevant cases, and multiple promotion of evaluation methods, aiming at the problems related to the course “Principles of Management”, such as insufficient applicability of textbooks, unclear teaching goal setting, low timeliness of auxiliary cases, and too rigid evaluation methods, With a view to providing relevant practitioners of application-oriented universities with optimized and constructive suggestions.

**Keywords:** Application-oriented Universities; Principles of Management; Course Teaching; Reform

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With the arrival of the 21st century, the economy has achieved a rapid development of integration. For all walks of life, the demand for economic management talents is also increasing continuously. Therefore, the enrollment of economic management related majors in domestic large universities is also very hot. As an indispensable professional course for economics and management majors, “Principles of Management” is not only an introductory course for economics and management related majors, but also increasingly popular among students of other majors. The course “Principles of Management” has become a mature and necessary course in colleges and universities, and is popular with all kinds of students. However, with the “post-95” students becoming the mainstream crowd on the university campus, the traditional “Principles of Management” course has not played a very good educational effect. Based on this exploration, the reform of the “Principles of Management” course should be put on the agenda in a timely manner.

## 1. Main problems in the process of “Principles of Management” education

### 1.1 Inadequate applicability of teaching materials

At present, there are four kinds of management related textbooks used by relevant institutions of higher education in China: the first type is the textbooks introduced or translated from abroad, such as the textbook “Management” compiled by Harold Kontz et al; The second type is the textbooks compiled by some domestic scholars based on the current management related content in western countries, such as “management” and “principles of management” and other business management textbooks; The third type is compiled by many domestic scholars according to their own teaching characteristics or scientific research viewpoints; The fourth category is the relevant textbooks compiled according to the characteristics of each university and the education related construction projects.

From the current existing textbooks, the first category of textbooks is far from China’s national conditions, and lacks very vivid and practical local examples, with low applicability; The second type of teaching materials is carried out by domestic scholars on the basis of digesting and absorbing the “management” of western scholars. Their editing pays more attention to the scientific nature of their content and the integrity of the system, but pays less attention to the practical knowledge at the forefront; The third category of textbooks is compiled by domestic scholars. Although they attach great importance to education or scientific research, they are

too limited to academic inheritance and overemphasize their own teaching characteristics. The structural systems they embody are basically similar. Although there are many similarities in the fourth category of teaching materials, there is no too deep research on management related principles, and its scope of application is relatively narrow. Therefore, in general, the existing management textbooks are mixed, and the learning effect is relatively poor.

## **1.2 The setting of teaching objectives is not clear enough**

“Principles of Management” is a professional compulsory course. Many universities generally offer this course to freshmen to help students understand the basic knowledge about management. Therefore, many knowledge points are not relatively operable and relevant. In the final analysis, the reason for all this is the lack of relatively clear educational goals. In the course of “Principles of Management”, most teachers are still inclined to put more relevant concepts, operating principles and conclusions on a very important position in classroom teaching. However, if the teaching of textbooks is introduced only in the form of lectures and students are allowed to memorize after the completion of lectures, such education often fails to achieve good results. Therefore, due to the relatively unclear objectives of current subject education, it is difficult to achieve the relevant educational effects expected by teachers in the teaching process.

## **1.3 The timeliness provided by auxiliary cases is not high**

Case based teaching method originated in the United States and is mainly a case based teaching method. The essence of these examples is based on simulating the real situation and events in modern enterprises, and no relevant solution template will be given. Through the relevant classroom discussions that students participate in, they can well stimulate their own diversified thinking, and cultivate their own innovative spirit, so as to promote better access to and training of knowledge. However, there are still some serious disputes in the actual teaching of “Principles of Management” in China about the relevant education methods of the cases applied at present. In the process of implementing case education in China, students must have some relevant practical experience. For freshmen or sophomores who do not have relevant practical experience in management, it is difficult to ensure the relevant teaching effect. In addition, the application of case teaching method in the education process of “Principles of Management” is still in the basic exploration stage, so there are relatively few relevant local cases that fit the current curriculum. To sum up, at present, the infrastructure related to the case teaching method adopted by the colleges and universities that set up the “Principles of Management” is relatively weak, the timeliness of cases is poor, and the enterprises involved in the case are relatively unfamiliar, which makes the acceptance of students relatively low. Most of the domestic cases are also synthetic cases, and there are few representative and novel cases. It is difficult to stimulate students’ interest in relevant learning, nor can it fully display the relevant development effect of case education.

# **2. Relevant thoughts on the reform path of educational issues in the course of “Principles of Management”**

## **2.1 Reasonable selection of textbooks**

Textbooks themselves are an important part of the education of the subject “Principles of Management”, and the relevant quality of textbooks directly affects the relevant educational effects. Therefore, when choosing textbooks, as the depth of knowledge contained in each major is different, we should first consider the differences in the knowledge structure of each major major with practical rigor. For example, for students of science and engineering, they should have a good understanding of the relevant theoretical framework of management, and choose more sophisticated and more accessible textbooks, which not only endow them with professionalism, but also stimulate students’ interest in learning; For another example, for the teaching activities carried out by students of engineering management related majors, the examples in the textbooks should be more related to the construction process of bridges and roads, so that students’ interest in learning can be more easily aroused.

## **2.2 Correct setting of curriculum related teaching objectives**

The subject of “Principles of Management” should set more precise and feasible teaching objectives. The successful education of the subject of “Principles of Management” needs to better understand the theoretical knowledge related to management, and give full play to the good initiative of students themselves, so that they can better use the knowledge related to management to better solve the problems encountered in the real world and put forward their own solutions, so as to give full play to the students’ good thinking and management ability. In addition, the course of “Principles of Management” is a compulsory professional basic course for students of economics and business management and other departments, so it should lay a more solid foundation for students’ professional education. From the perspective of professional education, the objectives of interest (I), knowledge (K), ability (A), quality (Q), etc. are presented, which can be collectively referred to as the teaching objectives of IKAQ, so as to achieve the combination of students’

own hard strength and soft strength.

### **2.3 Timely supplement, improvement and optimization of relevant cases**

Building a complete case base related to education and improving relevant case training facilities are the basis for good educational achievements in the subject of “Principles of Management”. The introduction of typical cases with high practicality, high science and high timeliness can well attract students’ more attention and immersion related experience. At the same time, the close combination of case related content and knowledge points in the textbooks can stimulate students’ interest in learning, and then guide students to learn independently. For example, for Harvard University, a wave of teaching updates of the current case database will be carried out every year, which has become a designated teaching task for teachers to carry out teaching. Therefore, the school can actively learn from teachers according to the educational requirements and objectives of the current school’s “Principles of Management” to organize the construction of the school’s exclusive case library. When choosing or creating a case library, we must be very careful about the teaching adaptability, typicality and enlightenment related to cases. At the same time, the school should also make full use of computer Internet related technologies and multimedia related technologies to build a good case education related management laboratory and sand table laboratory, and improve the construction of other case education related facilities, so as to simulate the production, operation, management and other related procedures of related enterprises, so as to promote the improvement of students’ own hands-on practical skills.

### **3. Conclusion**

For the course of “Principles of Management”, we should timely summarize the main problems existing in the education process, cultivate the students’ quality and ability from multiple perspectives, and find the perfect direction of reform and related paths. In the process of carrying out the reform, we should always adhere to the management theory in the process, and closely combine it with practice. We should thoroughly implement the relevant concepts of taking students as the main body and teachers as guides, follow good humanistic concepts, and give students the maximum space for growth. By constantly cultivating students’ practical skills and innovative quality, we can change the way of learning, change students’ passive learning into active development, constantly explore students’ learning interest and learning satisfaction, and strive to improve the teaching quality of the overall curriculum of “Principles of Management”.

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