

# Problems Faced by the Teaching of Management Courses in Colleges and Universities and Suggestions for Countermeasures<sup>1</sup>

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**Abstract:** With the development of China's education concept and the promotion of new curriculum reform, China has also put forward higher requirements for the cultivation of talents in colleges and universities, and the teaching quality of management, as a compulsory course of management majors in colleges and universities, has a direct impact on the final effect of education. This paper firstly gives an overview of the content and characteristics of management courses in colleges and universities, then summarizes the problems faced by the teaching of management courses in colleges and universities, and finally puts forward countermeasure suggestions for the teaching of management courses in colleges and universities.

**Keywords:** Colleges and universities; Management; Course teaching

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## Introduction

Management is an interdisciplinary discipline containing many fields and disciplines, which is summarized from the basis of practical experience and can provide effective guidance for management. However, at the present stage, many universities often ignore the core characteristics of management when teaching management courses, which leads to many problems and affects the effect of talent training. Therefore, it is of great practical significance to think about the problems existing in the teaching of management courses and put forward corresponding countermeasures to solve them.

## 1. Overview of management courses in colleges and universities

The so-called management course in colleges and universities refers to the course about the process of integrating resources and accomplishing pre-determined goals, which revolves around the four management functions of planning, organizing, leading and controlling<sup>[1]</sup>. The main purpose of offering this compulsory course in management is to familiarise students with the core components and basic content of management, to acquire certain practical skills, and to develop their rational thinking and global perspective.

As an interdisciplinary subject that encompasses many fields and disciplines, management is characterised by its generality, comprehensiveness and practicality. General refers to the content of the discipline of management, which is the study of the general principles and general laws summarised in management practice; while comprehensive reflects the broad scope of management design, including not only economics, sociology and other related disciplines, but also mathematics, psychology and other fields of content. The practicality refers to the source of the discipline of management, which is also the core feature, the source of management is the summary of practice, and will ultimately serve the practice.

## 2. The problems faced by the teaching of management courses in universities

Firstly, the setting of the curriculum system lacks professional relevance. Theoretically speaking, the curriculum system

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<sup>1</sup> The phased achievements of the 2022 annual project of the "Fourteenth Five-Year Plan" educational science plan of Shaanxi Province, 《Research on the problems and countermeasures in the construction of university management majors under the new forms of business -- taking a university as an example》 (Project number: SGH22Y1859)

should be different with different majors, especially the practical course of management, which should reflect the professional relevance. However, at this stage, due to the constraints of teachers, teaching resources and other practical conditions, management, as a compulsory course for many majors, often uses the same curriculum system, which cannot reflect the differences, and naturally it is difficult to ensure the teaching effect.

Secondly, the teaching content is detached from the actual needs. Management as an interdisciplinary subject, its teaching materials are generally arranged in chapters with management functions as a clue, forming a comprehensive structure, but also leading to a wide range of content. At the present stage, when teachers teach management courses, they often do not make adjustments to the teaching content according to the actual needs, resulting in a wide range of content, which makes it difficult to guarantee the teaching effect and causes greater learning pressure to students.

Finally, there is a single teaching method and a lack of practical teaching. With the changes in the social environment and the characteristics of students, the traditional teaching method of management has revealed its single and rigid shortcomings in teaching practice, and is no longer suitable for the teaching needs at this stage. In addition, the lack of traditional teaching methods for practical teaching is also a long-standing problem, teachers must enrich teaching methods and make specific supplements to practical teaching.

### **3. Countermeasures and suggestions for the teaching of management courses in colleges and universities**

#### **3.1 Optimize the curriculum system of management**

When teaching management courses in colleges and universities, the first thing is to clarify the characteristics of combining management theory and practice, and optimize the existing management course system with the practical application of professional knowledge as the guide. In this process, teachers should take the premise of respecting the main position of students and recognise that students are the centre of the teaching of management courses and the final destination of the talent training programme. Therefore, when designing the management course system, teachers need to take into account the actual needs of students of different majors and different training directions, and make flexible adjustments to the focus and class time arrangements. Teachers also need to take into account the individual differences between students and the class as a whole, and focus on different contents. In addition, teachers need to study the textbook, which is an important basis for teaching, and to understand the development of the profession and industry in order to determine the focus and difficulties of teaching.

#### **3.2 Enriching teaching content according to practical needs**

Management is a subject closely related to social development and market changes, and the issues and concepts involved in management are constantly being developed and updated. Therefore, if teachers want to improve the teaching effect of management courses, they need to enrich the teaching content according to the actual development of management and the needs of students.

Firstly, teachers need to expand their own horizons and knowledge base, not only to keep abreast of the latest trends in the relevant academic fields at home and abroad, but also to summarise the management methods and management experiences of enterprises in the field into case studies, which can be linked to the relevant chapters of the textbook and used as extension materials to enhance students' understanding of professional knowledge and help them broaden their horizons at the forefront of the field, so as to lay the foundation for subsequent studies. Secondly, the reform of the teaching content should be guided by the needs of society, from the perspective of enterprise development, analyse the actual needs of enterprises for management personnel, so as to carry out targeted teaching content arrangements, while deleting the original teaching content, which is not in line with the actual situation and lags behind the overall development of enterprises.

#### **3.3 Pay attention to the preparation of resources and design of case teaching**

Case teaching method is one of the teaching methods commonly used in the teaching of management courses in colleges and universities, and itself has a high degree of conformity with the characteristics of management courses. The reason why it fails to play the expected role is mainly due to the problems in the preparation of resources and the design of links. Therefore, when teachers apply the case teaching method in management courses in universities, they should prepare the resources and improve the teaching design before the class.

As management is a fast-developing subject, the current management textbooks inevitably lag behind the actual development, and this leads to the fact that the cases given in the textbooks are likely to lose their representativeness and reference value because they are relatively old. This is where teachers need to prepare their own cases, which can come from the

teacher's own life, either by analysing the management of an enterprise and forming a case, or by using problems encountered by students in practical training as cases. It is important to note that whatever the source of the case, it should include three elements: background, relevant theory and solution, so as to stimulate students' interest in learning and enhance their knowledge and skills through in-depth analysis and simulation of the case.

In the design of specific teaching sessions, teachers should use "theory and practice" as the basic design principle, and complete the teaching design around the case and the students' learning situation, the most common is the basic model of "preparation, discussion, presentation and conclusion"<sup>[2]</sup>. Firstly, the teacher divides the students into small groups and gives them the details of the case, this is the questioning stage for the students and they can ask questions around the case to deepen their understanding. Secondly, the teacher organises a discussion on the amenity. Depending on the learning status and ability of the students, the teacher may choose to hand out tasks, or the students may decide the direction and topic of the discussion and come to a final conclusion. Once again, at the end of the discussion, each ancestor is required to elaborate on the issues they have discussed and their final conclusions, and to produce a group case study report. Finally, the teacher needs to lead the students to summarise the case, pointing out the problems in the reports submitted by the groups and making correlations with the relevant knowledge, and focusing on the breakthroughs for the problems exposed in the concentration.

### **3.4 Develop school-enterprise cooperation and cultivate students' practical ability**

As mentioned above, one of the characteristics of management courses in colleges and universities is practicality. Colleges and universities are the main source of management personnel in society, but the lack of practical aspects in the teaching of management courses in colleges and universities at the present stage makes the teaching disconnected from the needs of society and unable to meet the needs of enterprises for talents. Therefore, schools should strengthen the in-depth cooperation with enterprises, so that enterprises can provide students with practical opportunities to help them understand the meaning and connotation of management, which can have a profound impact on students' future development. Students should learn theoretical knowledge at school and pass an assessment before going to the enterprise to receive practical training for the job. In order to maintain the longevity and quality of the cooperation, the school-enterprise joint training of students' practical ability must achieve a win-win situation. The school can strengthen students' understanding of theoretical knowledge and enhance their practical ability through the practical positions provided by the enterprises, while the enterprises can sign a talent orientation training plan with the school during the cooperation, so as to expand a stable source of management talents for their own development.

## **4. Conclusion**

In conclusion, the management course in universities is about the process of integrating resources and accomplishing pre-determined goals, and the course is based on the four management functions of planning, organising, leading and controlling, which mainly cultivates students' rational thinking and global concept and has the characteristics of generality, comprehensiveness and practicality. At the present stage, the teaching of management courses in colleges and universities is facing the problems of lack of professional relevance in the setting of the curriculum system, the teaching content is out of line with the actual needs, and the teaching methods are single. Therefore, teachers should optimize the curriculum system of management, enrich the teaching contents according to the actual needs, pay attention to the preparation of resources and link design of case teaching, carry out school-enterprise cooperation, and cultivate students' practical ability.

## **References**

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