

Exploring the Teaching Reform Model of Business Administration Majors under Project Based Teaching Mode

Muyan Yu

Nanyang Normal University, Nanyang, Henan, 463000

Abstract: Under the dominant position of project-based teaching mode, to achieve the goal of cultivating high-quality applied talents in business management, various universities are continuously reforming and innovating through the internet and big data, so that business management talents can adapt to regional economic development. At the same time, with the continuous evolution and development of the economy and society, various universities have put forward higher requirements for the comprehensive quality of talents, requiring them to not only have a solid theoretical foundation, but also possess certain business management knowledge to adapt to future enterprise needs and enhance their job competitiveness. This article explores the necessity, current situation and reform path of implementing a teaching model for business management courses under the project-based teaching model, in order to lay the foundation for future innovative business management course systems.

Keywords: Project based teaching; Business administration; Reform in education; Pattern analysis.

1. The necessity of reforming the teaching mode of business management courses under project-based teaching mode

1.1 Adapt to the connotation and needs of contemporary teaching

With the acceleration of Chinese path to modernization, the demand for talents in the economic society is increasing, and the quality is also getting higher and higher, which forces universities to constantly optimize the talent training mode to adapt to the teaching connotation and demand in the new era. In this context, major universities are constantly exploring the teaching mode of business management courses mainly based on project-based teaching, making project teaching, teaching management and other teaching modes normalized and popularized, laying the foundation for business talent cultivation. At the same time, major universities are constantly deepening reforms, focusing on talent cultivation in business management courses with project-based teaching as the main focus, so that diverse talents can better serve society and conform to the teaching connotation of the new era. In addition, against the backdrop of rapid regional economic and social development, major enterprises have increasingly high requirements for talent quality, prompting universities to continuously change their talent cultivation models and inject talent power into innovative teaching content. In summary, it can be seen that in the era of project-based teaching, the reform of the teaching mode of business management courses is imperative, aiming to adapt to the current teaching connotation and cultivate more high-quality talents with business management abilities.

1.2 The inevitable requirement for improving teaching quality

On the one hand, with the widespread application of project management, the teaching system and content of professional courses have further deepened, and the cross integration of professional theoretical knowledge and business management knowledge undoubtedly puts forward higher requirements for the quality of education and teaching in major universities. In this situation, teachers must possess professional knowledge of business management and continuously enrich their knowledge reserves during the teaching process, improve their comprehensive literacy and teaching ability, and complete the teaching mode reform of business management courses under the project-based teaching mode with higher quality. On the other hand, the project-based teaching model is mainly based on practical teaching, and the business management curriculum system mainly comes from practice. However, the current

lack of practical experience among universities, teachers, and students is highly likely to compromise the integrity and enthusiasm of business management courses. To meet the requirements of project-based talent cultivation, the university is committed to improving teaching quality and laying the foundation for reforming and innovating business management models.

2. The Current Situation of Teaching Mode Reform in Business Administration Majors under Project Based Teaching Mode

2.1 Poor foundation of school enterprise cooperation

School enterprise cooperation is a practical platform for the teaching reform of business management courses under the project-based teaching model, and is also a key means to improve the quality of talent cultivation. At present, although many universities are committed to building school enterprise cooperation platforms to improve students' practical abilities and contribute talent to economic and social development. But the foundation of school enterprise cooperation is poor, mainly manifested in the following two aspects. Firstly, due to the heterogeneity of the teaching mode of business administration courses, enterprises are unwilling to invest more funds and time to provide internship and training platforms for business administration students. In addition, the school's enthusiasm for participating in the process of school enterprise cooperation is not high, making it impossible to cultivate more high-quality management talents for enterprises. This leads to extremely low frequency of cooperation between schools and enterprises, which cannot provide a solid material foundation for innovative teaching of business management courses. Secondly, under the project-based teaching model, there are certain obstacles and problems in the teaching of business management courses by universities and teachers, and the business management courses themselves are relatively complex, requiring students to spend a long time learning. In this situation, students rarely have time to study and intern in enterprises, which weakens the enthusiasm and initiative of school enterprise cooperation, and thus is not conducive to the updating and optimization of the teaching system for business management courses.

2.2 The rationality of the teaching process urgently needs to be improved

At present, the education and teaching models of major universities are relatively dull and monotonous, and theoretical teaching accounts for a large proportion, greatly reducing students' learning enthusiasm. As for the teaching of business management courses, the teaching mode of teachers mainly adopts traditional methods, where the roles of teachers and students are "speaking" and "listening", and most of the teaching cases and videos come from enterprises, which are not closely related to the actual lives of students. This leads to fewer opportunities for students to speak in class, making it difficult for them to communicate and interact in real-time with teachers. At the same time, students do not have access to business management knowledge related to themselves, which reduces classroom enthusiasm and initiative, and is not conducive to cultivating more business management talents who adapt to economic and social development. Due to the low professional literacy and poor business management abilities of most teachers, there are certain limitations in the teaching content of business management courses, which cannot fully leverage the positive role of teachers in classroom teaching, resulting in the related course effects not meeting expectations. In addition, some universities and teachers have not recognized the importance and necessity of practical teaching in the teaching of business management courses, ignoring school enterprise cooperation, which limits students' practical training courses and prevents them from improving their practical abilities, thereby reducing the rationality and interest of business management teaching.

2.3 Teaching methods urgently need to be updated

On the one hand, contemporary teachers' teaching methods place too much emphasis on teaching theoretical knowledge, which weakens students' practical skills and makes them unable to play an important role in promoting regional economic development. As for the teaching of business management courses under the project teaching mode, it belongs to a highly targeted discipline with high requirements for practical foundations. However, at present, most universities' business management majors mainly focus on textbooks, emphasizing the assessment of students' basic theoretical knowledge, and neglecting the important role of practical classrooms for business management students. In this teaching mode, although students have a solid theoretical foundation, their mastery and application of business management knowledge only remain superficial, which has a negative impact on their future career development and learning. On the other hand, in the era of modern technologies such as the internet, big data, and artificial intelligence, the teaching of business management courses still adopts traditional teaching methods, and is not good at using videos or case studies for teaching, greatly weakening teachers' teaching enthusiasm and students' learning initiative, thereby reducing the quality of talent cultivation in business management course teaching. In addition, although some teachers use teaching interactive cases for teaching, the teaching effectiveness and results are still mere

words on paper, which cannot effectively stimulate students' innovation awareness and ability, thereby restricting the further improvement of the teaching quality of business management majors.

3. Reform and Innovation of the Teaching Mode for Business Administration Majors under Project Based Teaching Mode

3.1 Change teaching concepts and enrich teaching methods

With the rapid development of new technologies, teachers in major universities should actively change their teaching concepts and methods, be adept at using videos or case studies for teaching, in order to stimulate students' interest and enthusiasm in learning. Specifically, teachers should fully recognize the importance of the internet in teaching business management majors, and collaborate with other professional teachers to innovate teaching classrooms, making the teaching content interesting and laying the foundation for cultivating more business management talents. On this basis, schools should actively train teachers' professional abilities and promote the importance of using big data teaching to make classroom teaching more diverse and interesting. At the same time, teachers should be aware of creating a modern teaching environment for students, researching and developing teaching activities that are conducive to the learning of business management students. This enriches the teaching process and content, while improving the quality of education, teaching and talent cultivation.

3.2 Deepen the content of school enterprise cooperation

School enterprise cooperation is the main platform and key channel for teaching business management courses under the project teaching mode, and it is also a necessary path to improve the quality of business management talents. Based on this, schools should actively seek cooperation between schools and enterprises, actively introduce internship and training opportunities to students, enhance students' practical abilities, and enable enterprises to play an important role in cultivating talents. At the same time, when enterprises enter schools for promotion, schools should maintain a positive and optimistic attitude, laying the foundation for deepening the content of school enterprise cooperation. In addition, schools should actively introduce advanced business management talents or relevant entrepreneurs to give lectures, so that students and teachers realize the importance of school enterprise cooperation, and also understand advanced management knowledge and experience, injecting energy into their future career planning and development.

3.3 Update textbook content and structure

Teachers are the first-hand materials for business management students to access relevant knowledge, and also an important way to determine their future management abilities. Therefore, schools should assign teachers to go out to learn advanced business management knowledge, closely follow modern teaching management methods and concepts, and update the content of textbooks to transmit more cutting-edge theoretical knowledge to students. Most of the existing textbooks for business administration majors have issues such as non prioritization and redundant knowledge points, which are not conducive to teachers and students accurately capturing key knowledge, and are not conducive to the smooth implementation of business administration curriculum teaching. In this context, schools should continuously update the content of textbooks based on understanding students' learning abilities, be good at summarizing and discovering patterns, so that students' learning and teachers' teaching have a basis to follow. In addition, schools should strengthen cooperation and incorporate the latest management models and concepts into the content and design of textbooks to ensure that students have a solid professional knowledge and theoretical foundation, thereby serving regional economic development.

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