Research on the application strategy of blended teaching method in the course of Introduction to Management

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Abstract: With the continuous development of society and the continuous change of education, the course teaching mode of Higher-education is constantly innovating and exploring. There are many problems in the traditional teaching of Introduction to Management, such as disconnection between practice and theory, fuzzy orientation, general content, single evaluation system and so on. Therefore, in the continuous promotion of college curriculum reform today, teachers need to pay more attention to improving students' autonomous learning ability and practical application ability, so as to better adapt to the needs of social development, and the blended teaching method is a good solution. The blended teaching mode can not only create online classrooms through digital means to realize learning anytime and anywhere, but also make full use of various teaching resources to promote the interaction and communication between teachers and students and among students, so as to improve students' learning interest and enthusiasm. In this view, the paper takes Introduction to Management as an example to discuss how to improve teaching quality with the help of blended teaching method, and puts forward corresponding strategies in order to provide references for the academic community.

Key words: blended teaching method; Introduction to Management; application; strategy

1. The teaching status of Introduction to Management

1. Emphasis on theoretical teaching and insufficient practice teaching proportion

From the current teaching practice, there are some problems in the teaching of Introduction to Management, among which the main problem lies in paying too much attention to theory teaching and neglecting practice teaching. To be specific, teachers often spend a lot of time and energy on the explanation of theoretical knowledge in the teaching process, and the degree of emphasis on practical teaching is not high. Although this teaching method is helpful for students to understand and master relevant theoretical knowledge, it often ignores the importance of practical teaching to students' career development. In today's society, a good manager not only needs to master the relevant theoretical knowledge, but also needs to have certain practical experience and skills. However, the current course of Introduction to Management often neglects the importance of practical teaching, resulting in students' lack of understanding and mastering of relevant practical skills and career requirements. As a result, students may encounter many problems in their future career development, because they cannot effectively apply the theoretical knowledge they have learned to practice. Therefore, teachers need to pay more attention to practical teaching. In the course of Introduction to Management, some practical cases and operations can be introduced so that students can participate in the process of management practice. In this way, students can better master the relevant knowledge and skills, but also better understand the practical application scenarios of the knowledge, and provide better support for their future career planning.

2. Vague teaching objectives and general content

In the current teaching of Introduction to Management, the problems of fuzzy teaching objectives and general content have become increasing. To be specific, teachers often do not have a clear and specific teaching goal in teaching design, nor do they have an effective subdivision and induction of the taught content. As a result, the teaching content appears to be very general, and students can not well understand and apply the knowledge they have learned, nor can they clearly identify their own learning goals and directions. This kind of teaching is obviously not conducive to students' career development and personal growth. A good "Introduction to Management" course should be targeted, with both theoretical knowledge and practical skills training. However, in the current teaching, the teaching goal is not clear, and the content is too general, students often can not know what knowledge and skills they need to master, can not do their own career planning and direction choice. Therefore, teachers need to be more clear about their teaching objectives, and carry out effective teaching subdivision and induction to lay a solid foundation for students' future development.

3. Single curriculum evaluation system

In the current "Introduction to Management" course teaching, the curriculum evaluation system is single. This problem is mainly manifested in the teaching process only relying on exam results and homework completion to evaluate students' learning results, while ignoring other aspects of evaluation, such as oral expression ability, teamwork ability, leadership ability and so on. The single nature of this evaluation system may lead to the following problems. First of all, students' motivation to study will be weakened, because they only need to master the knowledge points of exams and assignments, while neglecting other aspects of ability improvement. Secondly, it is difficult to improve students' comprehensive ability, because a single evaluation system cannot fully reflect students' learning process and results. Finally, this kind of evaluation will have a negative impact on students' future development, because in reality, besides professional knowledge, students also need to have good teamwork and communication skills.

2. The application advantages of blended teaching method in the course of Introduction to Management in Higher-education

The application of blended teaching in the course of Introduction to Management in higher-education has significant advantages, which are mainly reflected in the following three aspects. First of all, blended teaching can provide diversified teaching forms, break through the traditional classroom restrictions, and help enhance students' independent learning ability. In the traditional teaching mode, teachers often teach knowledge in class, while students passively accept it. This mode limits the learning effect of students to some extent. Blended teaching, on the other hand, can make use of online resources for academic research and independent learning, as well as offline classroom time for discussion and interaction. In this way, students can be more active in learning knowledge and enhance the learning effect. Secondly, blended teaching can provide rich teaching resources and promote the interaction between teachers and students and among students. In the traditional teaching mode, teachers are often the only source of knowledge for students, and isolated knowledge acquisition may make students lose interest in learning. While blended teaching can provide more abundant teaching resources through the network platform, such as online courseware, electronic books and so on. At the same time, students and teachers can also discuss and answer questions through the network platform. In this way, the interaction between students and teachers can be more frequent and learning can be more effective. Finally, blended teaching can expand the dimensions of the curriculum and enhance students' ability to apply professional knowledge. In the traditional teaching mode, the content of the curriculum can only be explained in class, and it is difficult to provide students with practical opportunities. Blended teaching, on the other hand, combines online resources with offline practice to teach the curriculum more comprehensively. For example, teachers can explain theoretical knowledge through online resources, while students can apply this knowledge through offline practice. In this way, students can have a deeper understanding of the course content and improve their ability to apply professional knowledge.

3. The application strategy of blended teaching method in the course of Introduction to Management in Higher-education

1. Pre-class porcess: digital empowerment to create an online classroom

Figure 1. Pre-class process

In the course of Introduction to Management in Higher-education, the application strategy of blended teaching is very important. In the pre-class stage, through digital empowerment, online classroom can provide students with better learning experience and learning resources, and also provide teachers with more teaching strategies and methods. Taking the course "Necessity of Human Activity and Management" as an example, digital empowerment in the pre-class stage can be carried out from the following aspects. First, build an online classroom by using an online teaching platform. In the traditional teaching mode, students need to attend the classroom in person, but the use of online teaching platform can break the time and space restrictions, so that students can learn anytime and anywhere. Teachers can provide students with rich learning materials by uploading course materials, courseware, videos and other resources. At the same time, students can also submit homework and participate in discussions online to achieve interaction with teachers and classmates. Secondly, multimedia technology is used to present the course content. Blended teaching can be combined with multimedia technology, such as making videos, PPT and other forms, to display the course content more intuitively. For the course "Introduction to Management", multimedia forms such as charts and examples can be used to vividly explain the background of human activities and the necessity of management, so as to stimulate students' interest and thinking ability. Finally, make use of online resources for self-directed learning. Teachers can provide students with relevant online resources, such as papers, research reports, case studies, etc., so that students can study autonomously before class. On the basis of reading relevant materials, students can think and solve problems, and discuss and share their opinions online. This process of self-directed learning can cultivate students' independent thinking and problem-solving skills.

2. In-class process: knowledge point reorganization to promote the generation of integration ability

Figure 2 In-class process

In the course of Introduction to Management, the reorganization of knowledge points is one of the key links in blended teaching. In the course "Introduction to Management", teachers need to construct the cognition of human society based on the theory of management, and promote the generation of students' ability to integrate knowledge points, so as to achieve the goal of comprehensively improving students' thinking level and analysis ability. In order to achieve this goal, teachers can adopt the following strategies. First, teachers should combine the management theories learned by students with practical cases, and strengthen students' understanding of knowledge points through detailed analysis and discussion in class. For example, teachers can guide students to analyze the management models of some famous

enterprises, such as the success of Apple, Alibaba and other companies, so that students can better understand the management theories. Secondly, teachers should encourage students to explore knowledge points on their own to cultivate their thinking ability. For example, teachers can give students some independent learning tasks and ask them to find and select relevant literature materials by themselves, so as to cultivate their independent learning and thinking ability. In this way, on the one hand, students can deepen their understanding of knowledge points, and on the other hand, students can better master knowledge points. Finally, focus on training students' comprehensive analysis ability to promote the integration of knowledge points. For example, teachers can integrate multiple knowledge points and let students think about the relationship between them, such as the integration of economics, psychology, sociology and other knowledge points, so that students can better understand the relationship between human activities and management.

3. Post-class process: evaluation and reflection to achieve value guidance

Figure 3: Post-class process

In the blended teaching course of Introduction to Management, evaluation and reflection in the Post-class stage can not only help students consolidate and apply what they have learned, but also promote students to have a deeper understanding and understanding of Introduction to Management. The following are the evaluation and reflection strategies of blended teaching for the course "Introduction to Management" : 1. Questionnaire: Regular questionnaires are used to obtain students' feedback on the learning effectiveness, content and methods of teaching of the course. In the questionnaire, in addition to evaluating the teaching methods and teaching methods of teachers, students' learning results in the course should also be evaluated, and improvements should be made according to the feedback of students to improve the teaching effect. 2. Personal summary: In blended teaching, personal summary is a very effective way to evaluate and reflect. At the end of the course, students can write a summary essay about what they have learned to show their understanding and application of the knowledge. Through the evaluation of personal summary, we can deeply understand the degree and depth of each student's mastery of knowledge, as well as the application ability of knowledge. 3. Group discussion: Group discussion is an essential part of blended teaching, which can promote students' interpersonal skills and team work spirit. In group discussions, students can exchange their thoughts and insights to better understand and apply what they have learned. Through the evaluation and reflection of the group discussion, students can understand the performance of each student in teamwork, as well as the advantages and disadvantages of teamwork, so as to effectively improve their learning effect. 4. Practical application: In the course "Introduction to Management", practical application is a very important part. Students apply the knowledge to real life, not only can promote the consolidation and deepening of knowledge, but also can apply knowledge to real life, so as to better understand Introduction to Management. Through the evaluation and reflection on the practical application, we can understand the degree of students' mastery of the knowledge and application ability, and make targeted improvements in the face of shortcomings.

4. Conclusion

The application of blended teaching mode is one of the important contents of the reform of college curriculum teaching. Through the application of blended teaching mode, curriculum teaching can be introduced into the digital age, promote students' independent learning and cooperative learning, and improve students' knowledge application ability and integration ability. In practice, targeted blended teaching strategies should be formulated according to different curriculum characteristics and students' needs, so as to further promote the development and progress of curriculum teaching reform in Higher-education.

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