

Research on flipped classroom teaching reform of management curriculum from the perspective of innovation and entrepreneurship

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Abstract: With the rapid development of science and technology, various advanced technologies and equipment have achieved remarkable results in the field of education. As a management teacher, based on the perspective of innovation and entrepreneurship, they can explore the appropriate opportunity and practice path to build flipped classroom, which can enrich teaching resources, innovate teaching forms, and effectively mobilize students' subjective initiative. Finally, the expected teaching results will be achieved. In view of this, based on the author's practical experience and from the perspective of innovation and entrepreneurship, this paper discusses the connotation of flipped classroom teaching, analyzes the significance of the construction of flipped classroom, and proposes specific construction paths on this basis, in order to provide theoretical basis and practical experience for teachers to carry out relevant research.

Key words: innovation and entrepreneurship; Universities; Management courses; Flipped classroom; Teaching reform

Introduction

Under the background of the strategy of "mass entrepreneurship and innovation", colleges and universities should undertake the teaching responsibility of conveying innovative talents for the innovation and development of the industry, aiming at promoting the reform of talents on the supply side, so as to closely align the training of talents in colleges and universities with the needs of talents in the industry. To this end, colleges and universities should pay special attention to innovation and entrepreneurship education, consciously cultivate students' innovation ability and entrepreneurial spirit in each course teaching, and build a new type of classroom with the help of modern educational information technology, paying more attention to students' knowledge and skills acquisition, quality and ability training. Among them, management courses need to closely integrate curriculum content with entrepreneurship and innovation education, and use the flipped classroom to achieve this educational goal. Specifically, teachers need to explore the teaching path of entrepreneurship and innovation education in management flipped classroom according to the characteristics of curriculum teaching, the significance of entrepreneurship and innovation education, and the development needs of students and other factors. In this way, students can be trained to apply the function and practical skills of the roller to specific economic activities, and have a certain sense of innovation and entrepreneurial ability, which lays a solid foundation for their subsequent development, and at the same time, can promote the teaching reform in colleges and universities.

1. The connotation of flipped classroom

Flipped classroom teaching refers to a learning mode in which students preview and learn after class, and discuss their own problems or puzzles with teachers and other students. In the traditional education mode, teachers need to devote a lot of time and energy to explain relevant content to students, and then let students consolidate and digest what they have learned after class, which ignores the enthusiasm and initiative of students in learning. Flipped classroom teaching mode reverses the process of students acquiring and internalizing knowledge, and can enrich the communication and interaction between teachers and students in the three links before, during and after class, which greatly improves students' independent learning ability and knowledge application ability. With the promotion and support of modern science and technology, there are a large number of online learning resources on the network learning platform, which can ensure the smooth implementation of course teaching and promote the further development of flipped classroom teaching mode.

2. The practical significance of the flipped classroom teaching reform of management courses

1. Improving students' independent learning ability

With the deepening of the new round of curriculum reform, the dominant position of students has become increasingly prominent, and students are free to express their opinions and raise questions. Flipped classroom teaching mode has significant application characteristics and can adapt to the development needs of students, which means that teachers should urge students to internalize what they have learned, but also means that teachers need to return the sovereignty of knowledge transfer to students, so that students can actively participate in class learning and teacher-student interaction, and propose different problem-solving solutions based on different thinking. Therefore, the application of this teaching mode by teachers can not only improve students' autonomous learning ability, but also enhance the cooperation and communication among students.

2. Improve students' ability to analyze problems

Flipped classroom teaching has high requirements for students' preview ability. Only when students are fully integrated into their own learning process can they keep pace with teachers and other students. After the preview session, students can have more understanding of the issues discussed in class, and can quickly find some problems in the preview process, so as to discuss and exchange with teachers and classmates in class, so as to stimulate their learning enthusiasm and motivation. When answering questions in class, teachers should pay attention to the students carefully observe, and according to their knowledge to find and supplement, so as to help break the bottleneck of

learning, and improve their problem-solving ability.

3. Improve students' ability to innovate and start businesses

With the rapid development of social economy, the number of college graduates increases year by year, making the job market situation increasingly severe, resulting in students have to face enormous employment pressure. In order to effectively relieve the employment pressure of graduates, colleges and universities can guide students to innovate and start their own businesses by carrying out innovation and entrepreneurship education, so that independent innovation and entrepreneurship gradually become the main direction of graduates' employment. The implementation of flipped classroom teaching by management teachers in the classroom can make students actively participate in independent research and learning, so as to stimulate their innovation consciousness and spread their entrepreneurial thinking, which has a significant role in promoting students' innovation and entrepreneurship.

3. Practice path of flipped classroom teaching reform in management courses from the perspective of innovation and entrepreneurship

1. Change the teaching concept and change the roles between teachers and students

When teaching management courses to students, teachers need to assign theoretical reading, case analysis and practical activities to guide students to understand the basic concepts, principles and methods of enterprise or general social and economic organization management, and on this basis get familiar with the management content, organization method and organization structure. Then, with the help of relevant theories and methods, they can analyze the problems existing in the management of enterprises and other organizations and their solutions. In order to further help students deepen their cognition and understanding of management knowledge and skills, teachers can rely on the innovation process of domestic core technologies to break through technical barriers to penetrate mass innovation education, so as to enhance students' national confidence and entrepreneurial confidence. For example, teachers can take Huawei as an example and assign the following tasks to students: "Today there is a rush to buy mate60pro mobile phones, offline phones are in short supply, and online phones are sold out in a second. How to make Huawei mobile phones turn over today, please conduct an effective analysis from the perspective of management." To this end, teachers should encourage students to collect information related to Huawei's internal management through the network platform, lead them to in-depth analysis of Huawei's management mode and marketing mode, and guide them to in-depth study of management course knowledge. At the same time, teachers should also guide students to collect information and share self-study results through network channels, so as to achieve mutual promotion and improvement in the end. Innovation and entrepreneurship education is an important teaching content in the current education and teaching of colleges and universities. For example, it can promote students' innovation and entrepreneurship. Entrepreneurs also need to master management knowledge and skills.

2. Clarify the teaching objectives and optimize the top-level curriculum design

Based on the background of "innovation and entrepreneurship", in view of the urgent needs of the current society and industrial development for the quality of college students, the combination of management courses and mass innovation education can focus on the cultivation of mass innovation talents and make overall planning of the teaching content, so as to better serve the practical, practical and outstanding practical ability required by social development. To this end, teachers need to clarify the teaching objectives of management courses, and gradually guide students to transition from the theoretical level of mastery, familiarity and understanding to the practical level of repetition, application and solution. First, enrich the teaching content. In the organization of teaching, teachers should ensure that they can not only focus on knowledge transfer, but should pay more attention to the cultivation of ability, from telling students why and how, to guiding students to actively explore what to do and how to do it. Second, optimize the teaching process. Among them, teachers should be student-centered, free from the traditional teaching mode, and give the autonomy of learning to students, so as to realize the reversal of flipped classroom. Third, strengthen teaching supervision. In the context of flipped classroom teaching, students participate in learning activities, but they will have many problems in the learning process, such as narrow consciousness or limited problem solving. At this time, teachers should strengthen the supervision of the teaching process, help students to divergent thinking, and improve their learning efficiency.

3. Strengthen practical teaching and guide students to apply what they have learned

Management courses are characterized by strong practicality. Therefore, teachers should strengthen practical education in teaching and guide students to apply what they have learned into practical training. For example, teachers can introduce task-driven teaching method, requiring students to analyze Huawei's internal management structure and management mechanism in class, and explore management methods that can be learned for reference. In this way, students can enrich their management experience and stimulate their learning interest in addition to the important factors that enable Huawei to rise rapidly. Based on the flipped classroom model, teachers can encourage students to acquire and internalize knowledge in practice, so as to realize the purpose of applying what they have learned. Based on this problem, colleges and universities should actively cooperate with enterprises to provide students with opportunities and platforms for practice and training, so as to focus on cultivating students' comprehensive quality. At the same time, colleges and universities should also provide necessary material guarantee for college students' entrepreneurial activities and create a favorable condition for their growth and development.

4. Improve the evaluation system and provide reference for educational reform

Since the content of management courses is gradually applied to the management and operation of various enterprises, teachers should conduct multi-faceted and multi-dimensional assessment of students' learning results in the actual teaching process. First of all, teachers should assess students through two forms: regular assessment and final assessment. In regular assessment, they can assess students' learning

through enterprise investigation reports, diagnostic reports, entrepreneurial projects and other forms. This assessment can help students better understand and apply the knowledge they have learned and strengthen the connection between theory and practice. Secondly, teachers should change the practice of only giving students objective questions in the past, and add subjective questions in the exam, so as to train students' thinking ability and train their thinking ability. In this way, they can have a deeper understanding of knowledge. Finally, teachers should look at students' strengths and weaknesses dialectically and evaluate students as a whole. For example, some students may have problems in mastering knowledge, but their knowledge application and practical ability are outstanding. Therefore, teachers should not make subjective evaluation of students' academic performance, but should fully consider students' development advantages and give them a fair and equitable objective evaluation.

5. Strengthen the construction of teachers and provide strong support for teachers

Based on the practical teaching experience, it can be seen that the professional quality and entrepreneurial ability of management teachers are insufficient. Based on this, colleges and universities should strengthen the construction of teachers and incorporate this work into important teaching plans. First, colleges and universities need to organize teachers to participate in various forms of learning and exchange activities, and hire professionals, technicians and entrepreneurs to explain knowledge related to flipped classroom, so as to enrich teachers' knowledge system and improve their teaching skills. Second, colleges and universities should also develop incentive mechanisms, so that teachers' teaching ability, teaching attitude and teaching progress can be included in the performance evaluation, and outstanding teachers can be rewarded, so as to stimulate the enthusiasm and autonomy of teachers to participate in the construction of flipped classroom. Third, teachers should also establish a sense of lifelong self-learning, be able to use spare time to learn the skills of modern information technology and equipment, and analyze the current development trend of innovation and entrepreneurship, so as to introduce mass innovation education in management flipped classroom teaching, and constantly improve students' comprehensive ability.

Conclusions:

All in all, in order to meet the needs of the reform and development of modern education, teachers in colleges and universities should actively promote the reform process of management course teaching, which can explore the practical path of building flipped classroom from the perspective of innovation and entrepreneurship, so as to improve the learning efficiency and quality of students, promote the innovation and development of enterprises and promote the development of regional economy.

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