

Research on the application of Hybrid Teaching Mode in the course of “Fundamentals of management” in Higher Vocational Colleges

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Abstract: combined with the application of mixed teaching mode in the course of fundamentals of management, this paper emphasizes the necessity of implementing mixed teaching mode in this course, and expounds the implementation methods of the course of fundamentals of management based on the mixed teaching mode. In the actual teaching process, we should combine the characteristics of the course and strengthen the integration of theory and practice.

Key words: mixed teaching mode; Fundamentals of management; Course practice

Hybrid teaching method is a way to integrate traditional teaching methods and digital network teaching methods. At present, it mainly combines face-to-face teaching and e-learning, the two classic education methods, that is, the combination of online and offline. Blended classroom teaching requires teachers to integrate classroom teaching knowledge with extracurricular content on the basis of face-to-face imparting knowledge to students and using various modern educational technology methods, so as to achieve good teaching effect.

1 The necessity of adopting mixed teaching mode in the course of fundamentals of management

Management theory comes from practice, how to apply it to practice. The design of the curriculum system of the principles of management should be guided by the cultivation of students' scientific management thoughts and comprehensive management ability, the improvement of students' professional management literacy and social responsibility literacy, the cultivation of applied talents as the goal, and the implementation of the principle of combining theoretical education with practical education, so as to achieve the expected teaching effect. The development of modern computer technology has created more powerful technical conditions for the reform of classroom teaching and the development of mixed classroom. In the teaching of “Fundamentals of management”, we should make full use of modern information technology, reform the traditional teaching methods, and apply the mixed teaching method to the teaching material of “Fundamentals of management”, so as to mobilize students' interest in learning, and then improve the quality of “Fundamentals of management”.

2 Analysis of the reasons for the implementation of Hybrid Teaching Mode in the course of “Fundamentals of management”

1. To meet the needs of the Ministry of education's teaching reform in October, 2018, China's education department issued the comprehensive

“Opinions on improving talent cultivation ability” pointed out that: “determine the classroom teaching methods according to the course conditions, reasonably design the course assessment content and form, and continuously improve the efficiency of classroom teaching.” This is the requirement of the Academic Affairs Office for teaching. Blended teaching is a combination of teaching and online learning, which changes the traditional simple teaching under the guidance of the professor group. Through the combination of online and offline, the professor not only talked about the basic knowledge in class, but also showed the relevant basic knowledge materials for students on the Internet. The classroom content was adjusted according to the students' preview state, and the teaching methods were flexible and diversified, with the main purpose of training students' knowledge application ability. At the same time, the class assessment system emphasizes the assessment content of knowledge points in a process rather than the score determined by an assessment method. Through this teaching method, children can effectively act as the masters of the classroom and effectively improve the effectiveness of the classroom.

2. The need to achieve the teaching objectives of the course

Management course is one of the basic courses for economics and management majors in higher vocational colleges, which is mostly set up at the beginning of students' enrollment. The course is a systematic research content, which mainly combines the relevant laws and scientific methods of management. The teaching goal of this course is to help students systematically master professional knowledge and basic laws, develop students' strong management literacy and management ability, and lay a solid foundation for students' knowledge framework construction and professional knowledge learning. As students have just started to contact the content of management and have not yet learned other professional knowledge, they are lack of understanding of the basic concepts and theoretical knowledge of management, which leads to students' lack of thorough learning of professional knowledge. In the process of explaining theoretical knowledge, teachers need to strengthen the training of students' knowledge understanding, so as to consolidate students' own knowledge reserve. The mixed teaching mode can guide students through online self-study, and teachers can provide targeted guidance for teaching knowledge in offline classes, so that students can practice the concepts and theoretical knowledge that are difficult to understand, so as to achieve students' in-depth understanding of what they have learned.

3. Adapting to the changes of teaching objects at present, college students after “00” have become the main body of higher vocational education. College students after “00” have been exposed to a wealth of information media and are greatly affected by the Internet environment. Their social concepts are relatively novel and they are also easy to contact novelty. The traditional teaching method of “I speak and you listen” teaching form can't arouse students' strong interest. Hybrid teaching can create online learning opportunities for

students according to students' needs, turn computers into teaching means, use the integration of network and classroom teaching to deliver information to students, give students more space to explore learning and master the opportunity to use professional knowledge, and better mobilize and stimulate their learning enthusiasm.

3 Problems needing attention in the teaching of “Fundamentals of management”

In order to effectively solve the contradiction between professional orientation and professional knowledge in higher vocational colleges, such as relevant case analysis, situational teaching simulation, task driven teaching mode has gradually become a common form of management teaching, but there is a lack of theoretical knowledge transmission. Combined with the cognition of educational researchers, the understanding, memorization, understanding, transformation and practice of knowledge are the necessary process for students' learning process, and also meet the logical process from inside to outside and from outside to inside. Various teaching modes that attract students' attention can strengthen the interesting atmosphere of classroom teaching, so as to continuously improve the enthusiasm and concentration of students' participation in learning. If students have not completed certain theoretical learning, the process of participating in discussion and interaction can only be completed in combination with their own experience, not the core of the problem. The influence of this discussion form on students is not profound, and it can't effectively promote the healthy growth of students. The study of theoretical knowledge can promote students' independent thinking and have a profound and long-term impact on students. The study of theoretical knowledge can promote the communication between students, and look at the problem from a certain angle, so that the depth and breadth of thinking can't be superficial, so as to bring greater value to students.

4 Research on the teaching practice of Hybrid Teaching Mode in management course

1. To optimize the teaching objectives and clarify the teaching task, "Fundamentals of management" is a highly applied disciplinary basic course, which must be applied in the mixed teaching

Gradually optimize the course objecti

ves. The teaching objectives can be further divided into the following three levels: first, the organic combination of control theory and application. Through the teaching of enterprise management process, control rules and control thoughts, students can understand enterprise management and control rules, and can connect the actual activities and control thoughts of enterprises, so as to ensure the internal logic between the actual activities and thoughts of enterprises. The second is the organic combination of management and control functions and analysis. Through the teaching of the five management functions of policy and planning, institutions, leaders, internal control and technological innovation, students can understand the principle of the interrelationship between various functions, and can use the theoretical knowledge learned to make a simple analysis of the business management activities of enterprises. The third is the organic combination of management innovation and problem solving. Through a series of teaching of management work and professional knowledge, let students enter a special company, analyze important activities such as team, incentive and strategy of the enterprise, and comprehensively improve students' creativity, professional knowledge transformation and application, and problem-solving ability. The above process is the optimization and adjustment of teaching course objectives, but for the learning of teaching chapters, we need to consider the practicality, concretization and operationalization of teaching objectives. For example, students can write the relevant concepts of management independently, and formulate the process of teaching plan at the same time, so as to analyze and solve various problems of enterprises and other quantitative management teaching objectives with the help of the knowledge they have learned.

2. Integrating teaching content and designing online teaching platform resources according to the teaching structure design idea of “focusing on key points, emphasizing system and avoiding repetition”, the teaching content of this course can be summarized into the following three parts: first, the basic knowledge of enterprise management, including the basic meaning of enterprise management, managers, the main characteristics, principles and means of management, And famous management thoughts at home and abroad; The second is the main functional theory of enterprise management, including the theoretical knowledge of the four major functions of enterprise planning, decision-making, guidance and management; Third, management practice and application theory, based on enterprise functions, comprehensively summarize the content of enterprise management, and combine it with the actual situation. Through the unified teaching materials, taking the important knowledge points of a chapter as the starting point, the task list of each chapter is established, and the educational resources related to the important knowledge points (including learning guidance content, video resources, PPT resources, auxiliary learning materials, after-school tests) are submitted to the online course system. Students complete the in class learning according to the task list provided, combined with online course resources, courseware and other resources.

The online course platform and teaching resource setting methods should also be colorful. Whether it is the micro video of the course, the PPT materials of the course or other content-based teaching resources, the product design is as diverse, beautiful, lively and fun as possible, forming a visualized, visual and intuitive teaching resource system conducive to students' learning, cognition and mastery. In this way, students' learning desire and enthusiasm for mastering the knowledge points of online platform can be fully mobilized. You can also use some software system development tools, such as “XMIND” to prepare the idea map, “Camtasia studio” software system to prepare the classroom teaching video, “focusky” software system to optimize the education curriculum.

3. Design teaching activities, enrich the offline teaching process according to the comprehensive teaching idea of “combining online and offline as a whole, and relying on specific teaching activities”, using network information technology, through case education, flipped teaching, knowledge PK, application conversion and other methods, effectively promote the reform of mixed teaching. The specific content

is as follows: the offline classroom is set up in the way of flipped classroom. The students report the learning content in groups, and then the teacher adds relevant knowledge points according to the students' report, highlighting the key points of chapter learning. After mastering the important knowledge points, students can complete classroom exercises according to the information involved in the important knowledge points by using the corresponding test questions set by the teacher in advance and the content of case analysis, so as to achieve the purpose of understanding and mastering the important knowledge points. Group teaching can also be carried out in groups. Through the case analysis, teaching games, classroom debate and other links arranged by the teacher, the students started group discussion, first established their own views, then shared their views, and used the method of students' active participation to cultivate students' interest in learning and ability to use professional knowledge.

4. Pay attention to process assessment and change the composition of final grades because the mixed teaching mode adopts the form of combining online and offline to carry out various teaching activities, students' learning of knowledge is not limited to classroom teaching, and the online teaching mode is also an important part of students' learning. Therefore, the students' learning mode, teaching evaluation, teacher-student communication, student interaction and other contents are included in the students' academic performance, and the form of whole course assessment can be used instead of written examination to determine the final score of students. We should attach importance to process management and strengthen the examination of students' usual performance. At present, the total score structure of general disciplines is formed by students' usual performance and final performance, and the ratio of the two is 4:6. In the subjects of hybrid classroom reform, because the school online learning link is added, and there are many projects that need to give full play to students' subjective initiative in the classroom activities promoted by the school offline, it is necessary to make corresponding adjustments in the proportion base of each school's performance in terms of the proportion structure of classroom performance, It can also increase the proportion of school process assessment projects in classroom performance by a certain percentage. Therefore, in terms of the usual score structure, students' online learning, participation in school online communication, participation in school classroom activities, solving students' problems, and the school's process achievement projects can also be included in the range of usual scores.

5 Concluding remarks

To sum up, when carrying out the basic teaching course of management in higher vocational colleges, teachers should innovate according to the mode of teaching reform, and carry out teaching activities with the help of mixed teaching mode in the teaching process. So that students can participate in classroom teaching through the combination of online and offline, deepen students' theoretical basis, strengthen students' personal practical operation ability, and effectively enhance students' management literacy.

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