

Research on the Application of Case Teaching Method in College Enterprise Management Teaching

He Jun^{1,2}

¹*Shaanxi Xueqian Normal University, Xian, Shanxi, 710000, China*

²*Xi'An Jiaotong University, Xian, Shanxi, 710000, China*

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Abstract: Enterprise management is an important course in higher vocational education, and case teaching method is a reasonable and effective teaching method to cultivate practical and skilled management talents. This paper firstly introduced case teaching method, secondly elaborated basic form of case teaching methods from Case enumeration, Case evaluation method, Case study method, Case appreciation method, Case practice five aspects, thirdly discussed significance of case teaching method in enterprise management teaching from Case teaching method is an effective way to realize the unity of knowledge and Practice, Case teaching method is a direct means to realize “enlightening interaction”, Case teaching method is an important way to realize “teaching reform” three aspects, finally investigated application of case teaching method in the teaching of enterprise management from Carefully select cases before class, Careful analysis of cases in class, Summarize the case carefully after class three aspects.

1. Introduction

With the rapid development of modern society, especially the formation and development of economic globalization, the market demand for talents is also increasing, especially for all-round development of talent demand is very prominent. The ever-changing market requires talents to have a higher ability to apply knowledge and master all aspects of knowledge. In all kinds of situations, this requires a change in the way talents are educated. In the modern enterprise management teaching, the case teaching method can adapt to these situations and train many practical talents to meet the needs of the market.

2. Introduction to Case Teaching Method

Case teaching is a teaching method which is quite different from the traditional teaching method. At first, it appeared in Harvard Business School. After it was used by Harvard Business School, it was widely used in the practical teaching later. In view of this teaching method, it is mainly to educate the staff to sort out, classify and summarize the main enterprise management cases, and then apply them to the future teaching of enterprise management. Through this method, students analyze and discuss the case. This teaching method not only has certain pertinence, but also has inspiration and practical guidance for students. It can cultivate students' practical ability^[1].

3. The Basic Form of Case Teaching Methods

3.1 Case Enumeration

It refers to a teaching method in which teachers introduce typical cases of modern management to analyze and explain the connotation, principle, characteristics, relationship, factors and Strategies of management. The purpose of case listing method is to understand the theoretical connotation more easily.

3.2 Case Evaluation Method

In order to help students deeply understand the teaching content of management, teachers discuss the advantages and disadvantages and steps of the implementation of specific cases, and explore the core issues and controversial points of the case, so as to further improve students' comprehensive management ability and knowledge application ability.

3.3 Case Study Method

It refers to that teachers carefully prepare some difficult and practical cases according to the relevant theoretical knowledge, so that students can speak freely in class and fully express their own views and different opinions, so as to enhance and consolidate the learning effect.

3.4 Case Appreciation Method

In order to cooperate with the lecture content, the teacher selects the video materials of management practice and marketing practice, and organizes students to watch various management activities, so that students can more intuitively understand the decision-making and application of managers in the process of managing the company and the exertion of the coordination and organization ability of the managed.

3.5 Case Practice

It is a simulated teaching method with the help of simulation training, such as the establishment of virtual enterprise, simulation of marketing, simulation of management decision-making, etc., which is of great significance and great benefit to consolidate students' professional knowledge and improve their professional quality^[2].

4. The Significance of Case Teaching Method in Enterprise Management Teaching

4.1 Case Teaching Method is an Effective Way to Realize the Unity of Knowledge and Practice

Enterprise management is a widely used subject. Its teaching goal is to cultivate students' good organization and coordination ability, language expression ability, leadership ability and management ability, and master professional management skills that are sufficient to participate in enterprise or company management. Therefore, in learning, case method teaching is to adhere to the combination of theory and practice, show and discuss the theory in class through case, improve students' ability of thinking and solving problems, and put them into practice^[3].

4.2 Case Teaching Method is a Direct Means to Realize “Enlightening Interaction”

The students in higher vocational colleges are lack of knowledge and ability, indifferent to the study of pure theoretical knowledge and lack of initiative. In case teaching, teachers and students inspire and communicate with each other in thoughts, theories, experiences and experiences. In the process of joint participation, both sides can think about problems from various angles, form a win-win relationship of complementary advantages and cooperation, and create a harmonious, relaxed and lively classroom atmosphere. It not only stimulates students' interest in learning, but also enhances their initiative and team spirit^[4].

4.3 Case Teaching Method is an Important Way to Realize “Teaching Reform”

Case teaching method is a kind of enlightening and guiding teaching method, which is different from the traditional teaching method. The role of case teaching method in management teaching is to change the “cramming” teaching method of teachers, fully implement the integration of theory and practice, break through the phenomenon of disconnection between theory and practice, highlight the cultivation of students' practical ability and professional skills, mobilize students' learning enthusiasm and interest, so as to improve teachers' innovative consciousness and teaching ability^[5].

5. The Application of Case Teaching Method in the Teaching of Enterprise Management

5.1 Carefully Select Cases Before Class

One of the most important preparatory work before class is to collect and sort out the cases and select them according to the teaching objectives. Several problems should be paid attention to in case selection: one is to select the most effective case. That is, choose the theme closest to the reality management as far as possible, and the latest cases occurred in the near future, which can be words, pictures or videos; the second is to select the most typical cases. Teaching cases should reflect the essential characteristics of management knowledge, including problems that can inspire students to think, such as Alibaba management, Xiaomi mobile phone decision-making management, etc., so that students can really do in-depth thinking, flexible use, draw inferences from one instance; the third is to choose the most practical case. Case teaching should be in line with the actual work, and should not be subjective or out of context. Students should be brought into the “Scene” of management and “role” of managers to train the ability to deal with various management emergencies and accumulate experience in dealing with various management problems^[6].

5.2 Careful Analysis of Cases in Class

In teaching activities, as a guide, teachers can follow the following steps according to the actual situation of teaching content: first, independent thinking stage. First of all, let the students be familiar with the background of the case and the related management knowledge points, so that they have a clear idea. The second is group discussion. Each group sent representatives to actively analyze and explain the case, discuss the key points combined with the concept of management knowledge learned, and assume that they are the parties to the event and how to deal with it. Teachers should constantly set different questions from the shallow to the deep, guide students to actively speak, summarize and summarize, fully mobilize the atmosphere of the classroom, encourage students to participate actively, express different opinions for supplementary explanation, and improve students' language expression ability and understanding and analysis ability. The third is scenario simulation. As the “director”, the teacher selects 1-2 students from each group as the

“actors” in the case events, restores the event itself from the negative angle, and returns to the correct management track from the positive angle, so that the students can grasp the relevant knowledge points more firmly. In the process of analyzing cases, teachers should complete good interaction with students, otherwise it will become a mere formality, which will cause students to develop coping mentality and inert thinking^[7].

5.3 Summarize the Case Carefully after Class

The teacher should sum up the case after discussion. One is to make a brief evaluation based on the discussion of students, fully affirm the positive state of students, highly appreciate the innovative ideas and correct views of knowledge points, and clearly point out the problems and deficiencies of students in solving the case problems. We should actively guide the students to correct their wrong views, and put forward the matters needing attention in the next step and the countermeasures to solve the problems. Second, the students' representatives should carefully summarize their own advantages and disadvantages in case analysis, expression of views and exchange of opinions, and seriously reflect on what inspiration they have gained from the case, what knowledge points have been learned, what kind of knowledge gaps still exist, and what direction should be supplemented, so as to form a written analysis report^[8].

6. Conclusion

Case teaching method plays an irreplaceable role in the teaching of modern enterprise management. Its practical application method has diversity, which to a certain extent also determines the diversity of its effect. This paper gives a brief introduction to case teaching, analyzes and discusses the application method and effect of case teaching method in modern enterprise management. It can be seen that case teaching method does play a huge role in practice and can serve modern enterprise management well.

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