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Exploration and Practice of Scientific Research Back-Feeding Teaching in Major of Human Resource Management

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Abstract: Human Resource Management is a discipline that emphasizes practical skills and demands high competence and quality from its graduates. However, the traditional teaching mode of human resource management is biased toward one-way knowledge teaching and boring teaching methods, which leads to low interest of students in learning and makes it difficult to improve students' comprehensive ability and quality. By feeding teaching through scientific research, we can improve the quality of teaching to a certain extent. Teaching is a process of interaction between teachers and students through the curriculum. Factors affecting the quality of teaching include teachers' teaching ability, students' interest and initiative in learning, and the content and the form of organizing the curriculum. Therefore, the specific paths of scientific research feeding teaching include: scientific research feeding teachers' teaching ability, scientific research feeding students' learning interest and initiative, and scientific research feeding course content and the form of organizing the curriculum.

1. Introduction

Teaching and scientific research are the two main tasks of universities and two important indicators to measure the quality of universities. Although scientific research and teaching work run side by side, they have a close and deep connection. Simply speaking, scientific research is the work of knowledge production, while teaching is the work of knowledge transfer and ability cultivation. Therefore, scientific research can back-feed teaching to improve the quality of teaching and achieve the cultivation goals of the students. Some scholars have conducted a study on this issue, showing that scientific research is feasible to feed teaching. Scientific research feedback teaching can improve the innovation ability of college students [1], which is an effective way to cultivate talents [2]. However, the current analysis of the specific paths of scientific research in back-feeding teaching could be much more significant. In particular, how specific majors can achieve scientific research back-feeding teaching needs to be further explored, and only then can we come up with targeted ideas. For example, how human resource management majors can realize scientific research back-feeding teaching still needs to be systematically explored. Based on this,

this paper mainly analyzes the problems of traditional HRM teaching. It proposes the specific path of scientific research back-feeding teaching in HRM majors, hoping to provide constructive suggestions for improving the teaching quality of HRM majors.

2. Problems in Teaching Human Resource Management

Human resource management requires a highly comprehensive ability and quality of students. The ability level requirements are mainly: learning ability, communication ability, coordination ability, execution ability, and cooperation ability. The quality level requirements are mainly: integrity and honesty, initiative, responsibility, service consciousness, and professionalism. [3]. However, the current HRM teaching process has more problems, which to a certain extent, restricts the realization of the cultivation goals of the students. Specifically, the problems of the current HRM profession in the teaching process are mainly manifested in the following aspects.

2.1. Practical Teaching is Weak, Unable to Meet the Cultivation of The Students' Practical Skills

Human resource management is a major that greatly emphasizes practical ability and more practical courses need to be set up in the teaching process to cultivate students' practical ability. However, insufficient investment in practical teaching facilities and equipment and less practical courses are the problems faced by HRM majors. Similar to science and engineering majors, HRM majors need to do experiments to cultivate students' professional skills. Like science and engineering majors, HRM majors also need much practical practice to master professional skills. However, most universities need to pay more attention to the investment in practical teaching for HRM majors. The lack of support for practical teaching tools limits the cultivation of HRM professional skills. For example, HRM experimental software is important for developing students' professional skills [4]. However, most universities are unwilling to purchase supporting teaching software for HRM majors, believing there is no need to build it for management majors. Poor practical teaching conditions inevitably lead to the lack of skill cultivation, and attaching importance to knowledge inculcation and neglecting skill cultivation is a central problem in HRM majors. Especially the problem of the need for more skills in HRM graduates is more severe in private colleges and universities with limited teaching funds [3].

2.2. Students Have Low Interest and Lack of Initiative in Learning

Since the current HRM teaching is still based on the traditional way of teaching, this teaching mode is biased toward knowledge transfer. It ignores students' learning interests and personality characteristics, resulting in low interest and poor learning initiative [5]. Human resource management requires high comprehensive ability and quality of students, and these comprehensive ability requirements cannot be mastered simply through knowledge teaching. The traditional teaching mode oriented on teaching knowledge is difficult to meet the learning needs of students. Also, it leads to a poor learning atmosphere, a tedious teaching process, the low interest of students in learning, and poor learning initiative, ultimately making it difficult to achieve the established teaching objectives. Therefore, to improve teaching quality, we must change the traditional teaching mode, stimulate students' interest in learning and let them take the initiative to learn to improve their learning efficiency.

2.3. The Teaching Content is Outdated and Cannot Track of The Cutting-edge Knowledge of The Profession

Outdated teaching content and insufficient tracking of new theories and skills are also problematic in the teaching of HRM majors [4]. In the era of information explosion, theoretical development, and technological innovation are changing rapidly, and the teaching content of HRM majors needs to catch up to the development of society. If the new theories and technologies of the HRM profession cannot be taught to students in time, the knowledge and skills students learn will be mismatched with the real needs of society. They cannot adapt to social demands, leading to students facing employment difficulties and low professional identity. Therefore, keeping the teaching contents close to the frontier knowledge of the profession and keeping the teaching methods matching with the social demands is a crucial point facing the HRM profession.

3. The Specific Path of Scientific Research Back-feeding Teaching

Human resource management requires a highly comprehensive ability and quality of students. The ability level requirements are mainly: learning ability, communication ability, coordination ability, execution ability, and cooperation ability. The quality level requirements are mainly: integrity and honesty, initiative, responsibility, service consciousness, and professionalism. [3]. However, the current HRM teaching process has more problems, which to a certain extent, restricts the realization of the cultivation goals of the students. Specifically, the problems of the current HRM profession in the teaching process are mainly manifested in the following aspects.

3.1. Teachers' Scientific Research Work Can Back-feeding Their Teaching Ability

Teaching and scientific research are the two main jobs of university teachers, and the process of teachers doing research is a process of learning and exploring knowledge. The continuous improvement of teachers' research ability improves their knowledge on the one hand and enriches their learning experience on the other. University teachers' teaching behaviors and teaching contents reflect the quality of teaching to a certain extent [6]. Only when teachers have more knowledge and learning experiences can they improve the quality of teaching. Therefore, university teachers' research work can improve teachers' teaching ability and is one of the most important paths for scientific research to feed teaching.

Teachers' research work improves their professional knowledge reserve, which is conducive to improving teaching quality. In order to carry out scientific research, teachers must first sort out the knowledge and theories of specific research problems and carry out research only after they have mastered the current research results. In sorting out existing knowledge, teachers increase their reserves of knowledge and deepen their understanding of knowledge, a process that provides the basis for better teaching. For example, the "Barrel Theory" is often taught in human resource management to analyze the shortcomings of individuals, but this is a misuse because the better application of the "Barrel Theory" is for the organization. Individuals only need to do their areas of expertise and improve in areas to find someone to cooperate with. As we often say, "To give a glass of water, you must have a bucket of water yourself." It shows that teachers must have enough knowledge accumulation to show a high level of teaching.

Teachers' research work is a process of learning and exploration. This process enables teachers to acquire some learning skills and experiences that help them to choose better methods in the process of teaching. The courses taught by teachers are usually familiar to them, and students may need more fundamental knowledge reserves to learn new knowledge. There are inevitable cognitive differences between teachers and students in the teaching process. Because the teacher has already

mastered the relevant basic knowledge, he or she may overlook some knowledge that he or she thinks is simple in the teaching course. Students need to have relevant knowledge reserves. They may need a detailed explanation to understand the knowledge ignored by the teacher, and the effectiveness of the class may be significantly reduced. Teachers' research work is also an act of exploring new knowledge. Teachers sometimes don't have sufficient knowledge reserves while exploring new knowledge. They are likely to explore while learning, and this exploratory learning experience of teachers is very similar to students' experience in learning new knowledge. Therefore, the learning experience accumulated in the teachers' research work process can be applied to the teaching process to arrange teaching contents better, adjust teaching methods, and improve teaching quality. For example, teachers' learning experience in research work can help teachers understand students' difficulties in the learning process. With an accurate understanding of students' learning difficulties, teachers can make appropriate details in the teaching process, arrange class time more reasonably, and let students learn new knowledge more efficiently.

3.2. Students Participation in Scientific Research Projects Can Stimulate Their Inerest in Learning and Innovation

Carrying out research activities is itself a process of learning and exploration. Involving students in research projects and allowing them to complete some research tasks personally can stimulate students' interest in learning, enhance their initiative in learning, and cultivate their ability to solve problems independently and innovate.

Scientific research is problem-oriented and usually starts with a straightforward research question before knowledge learning and exploration. Applying this idea to the teaching process can make students understand the purpose of learning and increase their learning initiative. It is an essential feature of scientific research back-feeding teaching to let students actively explore knowledge instead of passively receiving it. The initiative of students' learning predominantly affects the efficiency and quality of learning. The higher the initiative of students' learning, the faster they will master their knowledge and skills, and the higher their comprehension of knowledge and skills will be. On the contrary, if students lack the initiative to learn, it will be difficult to enter the learning state, hard to master the learning content, and low learning efficiency.

Student participation in research projects improves students' ability to solve problems independently. After participating in a research project and being responsible for a specific part of the work, students are required to be able to complete their work relatively independently under the guidance of a mentor. Although students are guided and assisted by their teachers in completing their research tasks, the main work is done independently by the students themselves. When faced with difficulties in completing a task, students must first figure out how to solve the problem independently. For example, in participating in a research task, students may not be familiar with the relevant knowledge, which requires students first to consult the knowledge of the field to make up for their lack of knowledge and deficiencies. While participating in a research task, students may also face the problem of not knowing how to collect and analyze data, which requires students to try accumulating their own learning experiences and perceptions in practice to develop their unique abilities. In the process of participating in research projects, although instructors can help students master knowledge and skills to some extent, the tacit knowledge about experience must rely on students' independent practice, and only through their own independent practice experience can they have a more profound memory and understanding of relevant knowledge and skills, and eventually enhance their independent problem-solving ability.

3.3. Scientific Research Back-feeds into The Curriculum in Teaching

The course is the medium of interaction between teachers and students, and the interaction between teachers and students in the course is, in turn, based on the teaching content. Hence, the choice of teaching content significantly impacts the quality of teaching. Incorporating the latest scientific findings into the curriculum can improve the quality of the content and, thus, the quality of teaching.

Incorporating the latest scientific research into the curriculum enhances the range of knowledge taught and enriches the content. Teachers generally teach according to the content of the textbook, so the content of the textbook is directly related to the quality of the lecture. However, the development of textbooks is generally a long process, and it takes a long time from writing to publishing the textbook. It is difficult for some of the latest research results to enter the textbook's content, so the textbook generally has the problem of knowledge lag. In the process of doing research, teachers can get in touch with the latest research results in the professional field and add the latest professional research results to the teaching content, which can make students keep abreast of the frontier knowledge of the profession and understand the future development direction of the profession. For example, in human resource management, work-life balance has been a hot research topic in recent years, but traditional textbooks need to be more reference to such content. By learning new knowledge, teachers will be able to add new knowledge in their area of expertise to their teaching content, and they will be able to improve the quality of their teaching.

Incorporating the latest research findings into the curriculum adds depth to the content. As research progresses, researchers will promote the expanding scope of professional knowledge and the deepening of professional theoretical knowledge. New theoretical knowledge is based on existing knowledge, so the latest scientific research results deepen the existing knowledge. Adding the latest research results of the profession to the teaching content deepens the students' understanding of professional knowledge and helps improve the quality of teaching.

4. Conclusions

Conducting scientific research and teaching activities are the two main tasks of universities, which complement each other. It is logical in theory that scientific research back-feeds teaching, and there are specific ways in practice. This paper first analyzes the current problems in the teaching process of HRM majors. It puts forward specific suggestions for HRM majors to realize research-feed teaching according to the characteristics of the problems. These suggestions can provide a reference for HRM majors to improve the quality of teaching. Specifically, in terms of HRM majors, the specific path of scientific research feeding teaching is reflected in three aspects: scientific research feeds teachers' teaching ability; scientific research feeds students' learning interest and innovation ability; the latest scientific research achievements in HRM majors' courses enrich the teaching content and deepen students' understanding of professional knowledge. Therefore, HRM majors can consider vigorously advocating the practice of scientific research feeding teaching and ultimately promoting and improving teaching quality.

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