

System Design of the Full Curriculum Education Path of the Course “Principles of Management “(Bilingual)

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Abstract: The full curriculum education course of the Principles of Management (Bilingual) has difficulties such as insufficient overall scientific planning and lack of effective assessment mechanism. This article points out the direction of the reform of ideological and political education courses in universities by analyzing the objectives of ideological and political education courses in universities. This project aims to extract the ideas and approaches for teaching the "future" of the bilingual course "Management Principles" based on Bloom's "goals" and "building scaffolding", with the three goals of "cognition", "emotion", and "skills" as the entry points, combined with the teaching characteristics of "key chapters".

1. Introduction

The 13th Five Year Plan for the Development of National Education clearly proposes the establishment of an applied university talent cultivation model centered on reality, knowledge impartation, and ability training, with this as the core, knowledge centered, and ability centered, highlighting the value orientation of "people-oriented". The "Guiding Outline for Ideological and Political Construction of Higher Education Curriculum" also clearly points out that in the new situation, we should adopt new situations, new tasks, and new tasks [1]. In the new era, in order to implement the fundamental task of "cultivating morality and cultivating talents", it is necessary to fully tap into the ideological and political education resources contained in various professional courses and teaching methods, guided by "possessing both morality and talent", and carry out talent cultivation with "possessing both morality and talent", in order to achieve the goal of placing equal emphasis on "vocational education" and "ideological and political"[2].

Management Principles (Bilingual) "is a main course with economic management as the main teaching content[3]. This course mainly explores the basic concepts, principles, methods, and steps related to learning. This course is a comprehensive quality education course with "dual teacher" as the core and "dual teacher type" as the main content, with strong practicality, cross-cultural, cross-cultural communication ability, and cross-cultural communication ability. This book adopts the book "Fundamentals of Management" by Stephane Robbins and Mary Kurt[4]. On this basis, a systematic analysis and design were conducted on the teaching objectives, teaching difficulties, and the ideas and methods of the entire course teaching reform of the "Management Principles" (bilingual) course, exploring an effective approach and method for the future full course teaching of

the entire course (bilingual) course.

2. Principles of Management Bilingual Course Ideological and Political Objectives

2.1 Shaping and Improving Professional Quality

The report of the 19th National Congress of the Communist Party of China pointed out that China will transform from a traditional high cost, high energy consumption, and extensive growth model to a growth model mainly focused on management innovation and technological innovation. Whether a company can achieve high-quality development depends on its business decision-making philosophy and management model. These two concepts determine the future development direction of a company and also determine the quality of its development. The principles of management are combined with the decision-making methods of managers, the scientific thinking of managers, the personal qualities of managers, and the artistic nature of management models. The entire course "Introduction to Management" is beneficial for cultivating students' professional literacy, cultivating their professional ethics, and providing a new way for the development of enterprises.

2.2 Cultivate College Students to Establish Socialist Core Values

The five development concepts of "innovation, coordination, green, openness and sharing" put forward at the Fifth Plenary Session of the 18th CPC Central Committee are the fundamental values of China's macroeconomic operation and microeconomics organizations. The theoretical system of management principles emerged in the West. The operational activities of enterprises prioritize efficiency, while the emphasis on moral issues such as ecological harmony, fair competition, and co construction and sharing is relatively low. Therefore, in the teaching of "Principles of Management", it is necessary to organically combine the "Five Development Thoughts" with the "Five Development Thoughts", so that students can better understand the world economy, understand the actual situation of China, and help them establish values that are in line with national development ideas.

2.3 Cultivate Management Talents for Local Enterprises

The different cultures between China and the West result in significant differences in people's ways of thinking, values, and moral systems. Bilingual teaching can help students acquire academic resources related to Western management concepts and models, grasp their development trends, and based on this, compare and understand Chinese and foreign management concepts and models according to China's national conditions and development needs. This can help Chinese enterprises develop in the future, and reserve excellent management talents for the development of Chinese enterprises from multiple aspects such as quality, ability, and concept.

3. Ideological and Political Difficulties in Bilingual Course of Principles of Management

3.1 Lack of Overall Scientific Planning

Firstly, this article has multiple perspectives on how to integrate ideological and political education in universities:

This article believes that in thematic speeches, ideological and political education can be carried out based on their themes, content, etc; Another viewpoint advocates selectively combining certain

knowledge points with ideological and political content in teaching; Another opinion is that in ideological and political courses, we should adhere to the educational concept of "moistening things silently" and attach importance to the guidance and influence of "invisibility". However, in the specific implementation, the specific implementation situation of each link varies, so it is difficult to accurately grasp the specific implementation effect of each link and students' acceptance of each link.

Secondly, it is necessary to strengthen the ideological and political education of professional course teachers.

The time for the establishment and implementation of ideological and political courses in universities is very short. Previous evaluations have mostly focused on teachers' professional knowledge and skills, teaching methods, research abilities, and other aspects. In the teaching process, teachers often overlook moral education [5]. In addition, compared to ideological and political teachers, the ideological and political awareness of professional teachers in the curriculum still needs to be further improved, and their understanding of the ideological and political elements in the curriculum is not sufficient; At the same time, based on different disciplinary backgrounds, different thinking concepts, and different teachers' mastery of different ideological and political factors will also vary, which will affect different teaching outcomes.

3.2 Lack of Effective Assessment Mechanism

At present, there is no clear definition of what goals and effects the entire curriculum needs to achieve, and there is a lack of relatively complete evaluation mechanisms [6-7]. After completing the entire curriculum, teachers cannot understand and evaluate the teaching effectiveness of the entire curriculum, nor can they measure the ideological and political content of the current curriculum, nor can they effectively digest and absorb the ideological and political content of the current curriculum, thus failing to improve and improve the subsequent ideological and political methods of the curriculum.

3.3 The Bottleneck of Bilingual Teaching Mode

In bilingual teaching, the foundation of English is the key to affecting the effectiveness of foreign language teaching. In the current bilingual education curriculum, how can students have the ability to use a second language to learn professional knowledge? On the one hand, it is necessary to explain ideological and political elements specifically and clearly to students, ensuring that they can fully and thoroughly understand their meanings. Therefore, in bilingual teaching, teachers should strengthen the planning of teaching resources and the selection of ideological and political elements to ensure the infiltration and integration of ideological and political content.

4. Thought and Implementation Path of Ideological and Political Teaching Reform in Principle of Management

4.1 Improve the Ideological and Political Teaching Objectives

Bloom's "educational goal grading" theory has been widely applied in both international and domestic education fields. This theory encompasses three levels, namely cognitive, emotional, and motor skills. At the cognitive level, the main purpose is to master the knowledge learned and to improve students' practical application ability. At the emotional level, cultivate students to establish correct and personalized values; The level of motor skills cultivates students' creativity [8]. Under the guidance of this theory, design the teaching objectives of the entire course, which is to start

from the above three levels, combine the ideological and political elements of the course with teaching design, and form a standardized and systematic ideological and political course teaching objectives (key chapters, Table 1):

Table 1: Key Chapters

Main teaching content	Curriculum full curriculum education cognitive objectives	Emotional and motor skill objectives in full curriculum teaching
Chapter 1 Managers in the workplace	1. Understand the connotation and essence of management	1. Cultivate a rigorous and realistic attitude towards scientific research
	2. Understand the job functions, roles and skills of managers	2. Be aware of what you do and what you don't do
History module management history tracing	1. Understand early Western management thought	1. Increase the understanding of domestic management ideas
	2. Understand the three stages of management theory development	2. Compare the similarities and differences between Chinese and Western management ideas and cultivate cultural confidence
Chapter 2: Constraints and Challenges of global management	1. Master the theory of manager omnipotence and the theory of manager symbolism	1. Cultivate dialectical materialist thinking
	2. Understand the current state of the global management environment	2. Cultivate crisis awareness
	3. Understand the importance of organizational culture	3. Cultivate a sense of respect for cultural diversity
Chapter 4 and 5 Decision and planning	1. Understand decision-making principles and basis	1. Have the right outlook on life
	2. Master the scientific decision-making process	2. Have the right values
	3. Master the content and type of planning work	3. Cultivate students' rational thinking
Chapter 6 Organization structure and design	1. Understand the definition of organizations and their main types	1. Develop a team spirit
	2. Understand organizational design principles and be familiar with their application	2. Grasp the law of unity of contradiction
	3. Master the basic types of organizational structure	3. Cultivate institutional confidence
Chapter 8 Management of change and innovation	1. Grasp the meaning of innovation	1. Cultivate innovative and entrepreneurial thinking
	2. Be familiar with the features and content of innovation	2. Establish a spirit of struggle without fear of hardships
Chapter 10 and 11 Motivation and Leadership	1. Understand the need for motivation	1. Cultivate sense of responsibility and sense of responsibility
	2. Understand and master motivation and leadership theories	2. Learn entrepreneurship
Chapter 13 Control	1. Understand the division of control types	1. Develop self-discipline
	2. Master the four stages of the basic work of the control process	2. Cultivate a global awareness

4.1.1 The Starting Point for Improving the Ideological and Political Elements of the Curriculum

The Principles of Management is an ideological system centered on Marxist philosophy, socialist core values, traditional Chinese culture, management wisdom, and management. On this basis, it can also be combined with social current events and classic cases to interpret the theme, thus achieving the dual goals of education and ideological and political education. The specific integration methods of various ideological and political factors are shown in Table 2.

Table 2: The Specific Integration Mode of Ideological and Political Elements

Main teaching content		Fusion of ideological and political elements
Chapter 1 Managers in the workplace		1. Guide students to have an overall understanding of national governance and enterprise management through the elaboration of governance theories.
		2. Through the study of management value, it is clear that contemporary young students should care for the country and establish patriotic feelings of serving the country.
History module management history tracing		1. Through the explanation of western management history, enlighten students that theory is acquired through continuous practice and accumulation, and guide students to establish a correct outlook on life.
		2. Introduce the ancient Chinese management thoughts, make students understand the history and culture of China, guide students to learn Oriental management wisdom from the sinology, and improve their cultural confidence.
Chapter 2: Constraints and Challenges of global management		1. Train students to sort out the dialectical materialist worldview through the argument that managers are neither omnipotent nor symbolic.
		2. Give examples of customs and values of different countries and regions, cultivate students' broad mind to seek common ground while reserving differences, and respect different cultural customs.
Chapter 4 and 5 Decision and planning		1. Take the outline of Chinese five-year plan as an example to explain to the students the importance of plan for the development of life.
		2. Guide students to establish a correct attitude towards life and understand individual limit through the analysis of bounded rational decision making.
		3. Combined with the report of the 19th National Congress, analyze the determination of China's goals -- "Two Centenaries" and improve students' sense of social responsibility.
Chapter 6	Organization structure and design	1. Through the introduction of the reform process of Chinese political system, students are guided to learn the experience of party organization management and cultivate the confidence of system.
		2. Through the discussion of the content and form of centralization and decentralization, learn the law of Marxist contradiction and unity.
Chapter 8	Management of change and innovation	1. Cultivate students' innovative and entrepreneurial thinking and fighting spirit by discussing the entrepreneurial experiences of typical entrepreneurial figures.
		2. Guide students to pay attention to social hot spots and pain points by interpreting the current innovation and entrepreneurship competition, writing business plans and sharing business cases, improve humanistic quality and enhance innovation ability.
Chapter 10 and 11	Motivation and Leadership	1. Cultivate students' awareness of responsibility and sense of responsibility through the interpretation of the refrigerator smashing incident by Zhang Ruimin, leader of Haier.
		2. Discuss and cultivate students' socialist core values through the description of leader characteristics of Ren Zhengfei, founder of Huawei Enterprise.
Chapter 13	Control	1. Cultivate students' closed-loop thinking and global awareness by explaining the role and importance of control in the four functions of management.
		2. Guide students to establish daily life habits and enhance students' sense of self-discipline through the explanation of control types.

4.1.2 Through the Study of Management Value, It is Clear That Contemporary Young Students Should Have Feelings for the Country and Establish Patriotic Feelings of Serving the Country.

The historical source of history module management.

1) This article takes the development process of Western management as an example, elaborates on the development process of Western management, inspires students to continuously accumulate theoretical knowledge in practice, and guides them to establish correct life concepts.

2) Through the teaching of this course, students have gained an understanding of China's history and culture, and on this basis, they have further gained an understanding of China's business philosophy, thereby enhancing their confidence in China's business philosophy and their own culture.

Chapter 2: Constraints and challenges of global management.

1) By discussing that managers are neither omnipotent nor symbolic, train students to straighten out dialectical materialism.

2) Introduce the customs and values of various countries and regions through examples, cultivate students' thinking of seeking common ground while reserving differences, and respect for different cultural traditions.

Chapter 4 and 5 Decision and Plan.

1) Through our country's five-year plan outline, let students understand the important significance of planning for future life.

2) On this basis, this paper puts forward a new educational concept, that is, under the guidance of "bounded rationality", so that students can better understand their own limitations.

3) Taking the report of the 19th National Congress as an example, this article explores the "Two Centenary Goals" proposed by China and the cultivation of a sense of social responsibility among college students.

Chapter 6 Organizational Structure and Design

1) Through the introduction of the process of China's regime reform, college students learned about the practice of the CPC in organization and governance, thus enhancing their confidence in their own system.

2) Through the discussion of the content and form of centralization and decentralization, learn the law of the unity of Marxist contradictions.

Chapter 8 Management of change and innovation

1) Cultivate students' innovative and entrepreneurial thinking and fighting spirit through exploring the entrepreneurial experiences of typical entrepreneurs.

2) In the process of interpreting the current innovation and entrepreneurship competition, writing entrepreneurial plans, and sharing entrepreneurial cases, guide students to pay attention to social hotspots and difficulties, improve their humanistic literacy, and enhance their creativity.

Chapter 10 and Chapter 11 Motivation and Leadership

1). Through the interpretation of the significance of Haier leader Zhang Ruimin's refrigerator smashing event, cultivate students' awareness of responsibility and responsibility spirit.

2). Discuss and cultivate students' core socialist values through the description of Ren Zhengfei, the founder of Huawei.

Chapter 13 Control

1). Through the explanation of the role and importance of control in the four functions of management, cultivate students' closed-loop thinking and overall awareness.

2). Through the description of control types, guide students to establish the daily habits of taking precautions and enhance their self-discipline awareness.

4.2 Improve the Teaching Method and Process of Ideological and Political Education

Scaffolding teaching is a constructivist learning theory, and its effectiveness has been proven by numerous domestic and foreign research institutes [9]. "Scaffolding method" consists of five parts, namely "scaffolding - entering the situation - independent inquiry - collaborative learning - effect evaluation". This teaching model takes students as the main body of learning and teachers as a guiding framework. By establishing corresponding contexts to guide students, it stimulates their thirst for knowledge and engages in mutual discussion and self-reflection in groups. In this process, teachers should play the role of "guidance" to enable students to better grasp "autonomous" knowledge.

4.2.1 Set up Support

This step is to enable students to analyze and understand the problem, and also to enable them to have a deeper understanding of the situation. Introducing some social hot topics in teaching has brought theory closer to students. For example, in the chapter "History Module - Traceability of Management History", the question "What kind of managers and management methods are needed by local companies in China" is used to inspire students to explore the management concepts and wisdom contained in traditional Chinese culture and encourage them to actively seek answers.

4.2.2 Enter the Situation

In teaching, problem situations are an effective teaching method that can effectively stimulate students' thinking activities towards problems. The selection of ideological and political elements and the creation of contexts should be able to evoke emotional resonance among students, allowing them to immerse themselves, feel and effectively understand the theory. For example, in Motivation and Leadership, the case analysis of Huawei and the sorting out of the "Meng Wanzhou" event brought students into a heated discussion, so that students could have a clear understanding of leaders' characteristics, styles and other issues, and stimulate students' active thinking in the discussion.

4.2.3 Independent Exploration

Scaffolding teaching method advocates students to learn active learning and establish knowledge system. In the process of changing from "scene" to "independent inquiry", teachers' guidance and inspiration are particularly important. Based on their own knowledge and experience, students have experienced and reflected on the problem situation, thus initially developing their ability to analyze and judge problems. Afterwards, with timely prompts and correct guidance from the teacher, students can smoothly complete their thinking and exploration of the knowledge system.

4.2.4 Collaborative Learning

Cooperative learning can broaden students' horizons, expose them to different thinking modes, help them build a complete knowledge system, and improve their analysis and decision-making abilities. In the process of cooperative learning, we can share our knowledge and experience by establishing research groups, analyzing and showing students' classroom cases, and conducting group discussions. At the same time of cooperative learning, communication and discussion can also be carried out, so that students can have a deeper understanding of their knowledge system, so as to exercise and improve students' communication and cooperation ability and innovative thinking.

4.2.5 Effect Evaluation

Effectiveness evaluation is mainly to evaluate the overall learning status and effectiveness of students in independent learning and cooperative learning. The evaluation can adopt full process evaluation, multidimensional evaluation, and various forms of evaluation. This program includes evaluating students' current and early learning situations from different time points, from the learning stage to the completion stage; Multidimensional evaluation refers to the comprehensive evaluation of the performance of the same student in the classroom from three aspects: teachers, students themselves, and students; Multi form means using text tasks for class discussions.

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