

Research on the Optimization of the Teaching System of Human Resource Management Course of “New Business” under the Psychological Analysis of the Phenomenon of “Valuing Learning over Thinking”

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Abstract: Big data, artificial intelligence, the Internet of Things, block chain and other technologies have given new impetus to business change, and new forms and business models have emerged in an endless stream. Enterprises continue to adjust the standards of employment, prompting schools to accelerate the reform of talent training. Therefore, the cultivation of “new business” composite talents has become the direction of the reform of business professional talents training under the background of “new liberal arts” construction. The research on curriculum reform of “New Business” has always been a test ground for the transformation and upgrading of business education, providing a favorable guarantee for the improvement of the quality of business education. At present, China is in the transition period of economic and social development. Under the influence of The Times, post-00s college students' thinking mode, behavior mode, value system and cognitive inertia gradually show a trend of “emphasizing learning over thinking”, that is, under the influence of utilitarianism and pragmatism, they only focus on learning. They only deal with the “cramming” and “filling” teaching requirements and examinations based on mechanical memorization, without deep thinking to explore innovation and the combination of what they have learned and reality. In this context, in the process of continuous development, Haojing College explores its way forward under the influence of background factors such as student characteristics and social needs, and strives to truly cultivate application-oriented talents with great ambition, professional knowledge, practical ability, comprehensive quality, distinctive characteristics, innovative spirit and innovative ability. The optimization of professional curriculum system and teaching reform are the essential core links.

1. Introduction

As a strong education province in central and western China, Shaanxi has very rich higher

education resources, and has been active in the field of business talent training a group of teaching practitioners who dare to innovate and constantly explore. Under the background of national double first-class construction, “four new” construction and professional curriculum ideological and political construction, a new round of in-depth exploration and attempt of business curriculum reform has also been launched in the field of business education in our province, but there are still many problems in the path selection of “new business” curriculum reform, achievement promotion, process supervision and management, and fund matching. Therefore, the research on the reform trend and existing problems of “new business” curriculum is conducive to solving the bottleneck problem that restricts the transformation and upgrading of business education and improving the comprehensive strength of business education in this province. The field of management has always advocated the idea of “contingency”, that is, in management, it is necessary to adapt to the environment and internal and external conditions, and flexibly adopt corresponding and appropriate management methods. There is no immutable and universally applicable “best” management theory and method, and there is no universally applicable “bad” management theory and method. The optimization of the curriculum system of human resource management and the reform of teaching content should also follow this idea.

2. Literature Review

In a long period of time, scholars mainly carried out rich research and exploration on the teaching reform of traditional business courses, mainly based on the “Internet” resources and the promotion of data analysis technology, and the impact on traditional business courses. However, under the background of the new era, the concept of “new business” has made great changes in the course design concept. “New business” is represented by business administration, financial management, human resource management, marketing and other majors. It takes the essence of traditional business on the basis of cross-reconstruction, integrates modern new technologies, new ideas, new models and new methods in business education, and provides students with a diversified curriculum system. To carry out the new teaching mode with the deep integration of production and education is a comprehensive discipline to train the composite and applied talents that meet the needs of the development of the new era.

Jo ão Mota(2019)believe thatWithin the industrial network approach, new business formation is a cumulative process of relating the new business to the existing business network over time.^[1]LeiWang(2020)believe that the training of business talents under the “New Business” Concept emphasizes the integration with modern new technologies.^[2]Scholars believe that business education, especially human resource management education, should first construct reasonable learning goals, adjust course structure, content and teaching methods based on learning goals, and build a streamlined student academic evaluation system to ensure the realization of learning goals.

In addition, the effective communication and interaction between front-line teachers and college administrators provide favorable support for course management and learning results. As far as the function of teaching mode is concerned, it not only constitutes a paradigm or plan for curriculum and homework, selecting teaching materials and prompting teachers' activities, but also plays a supporting role in the whole teaching activities by inheriting teaching theory and teaching practice from above. The main teaching mode of business curriculum reform is mixed teaching. Blended teaching is the organic combination of face-to-face teaching and computer-assisted teaching between teachers and students. With the popularity of MOOC, SPOC and other learning methods, blended teaching is the combination of “online + offline” teaching methods, which effectively expands teachers' teaching space and means, Especially in the post-epidemic era, blended teaching mode will become the mainstream teaching mode of college curriculum. The construction of

student-centered mixed teaching mode, the full integration of innovative education concepts into professional course content, the continuous updating of professional course teaching content and course strengthening process assessment will comprehensively improve the training level of business administration professionals.

Yueping Zhang (2020) believe that Business colleges and universities are the important bases and centers for innovation and entrepreneurship. It is of great significance for business colleges and universities to cultivate new business talents with innovation and entrepreneurship spirit by optimizing the construction of innovation and entrepreneurship culture on campus under the background of new business construction.^[3]Xiao Chen(2022)believe that Based on the construction of modern industrial colleges to precisely meet the needs of industries and serve local economic and social development, and with the help of the stage of “double creation” to train students with “new knowledge”, “new literacy” and “new skills” in all aspects.^[4]Xinling Wu(2020)believe that the clear interpretation of new terms and concepts can help people, including business educators, learners and practitioners, to understand the challenges, new requirements and reform contents of business education in essence, so as to better cope with challenges.^[5]Yushen Fang(2021)believe that Whether the subject education can keep up with the times and follow the progress of the times, respond to the industry's current situation, and cultivate talents that meet the needs of the industry is a major issue.^[6]Bai Yuhong(2022)believe that DM technology is used to analyze and process the existing data, predict the future situation, and provide auxiliary support for decision-making.^[7] Shan Li(2022)believe that the curriculum reform and practical teaching have been effectively integrated, and a scientific, applicable and social talent training mechanism has been established to better meet the needs of social enterprises at the current stage.^[8] Liangfeng Shi (2023)beliece that improve students' comprehensive quality and practical operation ability, and meet the talent needs of the integrated circuit industry.^[9]

The leading role of classroom teaching in the blended teaching model, and specifically divided classroom teaching into three models: split classroom, flipped classroom, and the organic combination of flipped classroom and split classroom. As for the reform of professional courses in colleges and universities, it mainly focuses on the innovative research on teaching content, teaching mode, teaching concept and process assessment and evaluation, most of which discuss the reform direction from a single business course or a single major. From the perspective of discipline, based on the concept of “new business”, the systematic discussion on the direction of curriculum reform and the current situation of “new business” curriculum reform with regional characteristics have limited research results, especially the summary of the research on “new business” in Shaanxi colleges and universities, especially the reform of human resource management curriculum system. At the same time, as a human resource management curriculum system in the perspective of management psychology, is unprecedented. To sum up, it is of great theoretical and practical significance to carry out research on the optimization of human resource management curriculum system of “new Business” under the analysis of psychological phenomenon of “valuing learning over thinking”.

3. Psychological Analysis of the Phenomenon of “Valuing Learning over Thinking”

“Emphasis on learning over thinking” as the name suggests, that is, focus on learning and despise thinking, this phenomenon is still widespread. Its universality lies in the fact that not only students are immersed in learning and swallowing, but teachers, as the designers of the teaching process, often fill the duck in the teaching process, blindly carrying, without seeking understanding. The famous American psychologist and educator Bloom divided the cognitive process into memory, understanding, application, analysis, evaluation and creation of six levels, the first three belong to

the low level of cognition, the last three belong to the high level of cognition. Low-order classroom refers to the teaching (cognitive activities) of low-order order, in which low-order knowledge is mastered, low-order thinking is formed, and low-order ability is developed. ^[10] The advanced class refers to the teaching (cognitive activities) at a high level, in which higher-order knowledge is mastered, higher-order thinking is formed, and higher-order ability is developed.

In traditional teaching, teachers often write the textbook as a lesson plan and then “recite” the lesson plan to the students, or make the textbook into a ppt and then read the ppt to the students. What the students need to accomplish is listening, understanding and memorizing. Similar to the process of “feeding”, students gradually get used to “opening their mouths”, and the higher-order ability of “food detection” and “predation” is difficult to learn. Whether the food “fed” can be digested and transformed into nutrition for students' body and mind, and enhance their ability and skills to solve practical problems has always been a hot topic in teaching. However, for teachers, such a teaching mode is tantamount to teachers' “emphasis on learning over thinking”, that is, “emphasis” on helping students complete the “learning” of low levels, and “light” on guiding students to expand their critical thinking ability is shown in Table 1.

Table 1: Dimension of cognitive process & knowledge

| Dimension of knowledge | Dimension of cognitive process | | | | | |
|-------------------------|--------------------------------|------------|-------|---------|----------|--------|
| | Memories | Comprehend | Apply | Analyze | Evaluate | Create |
| Factual knowledge | | | | | | |
| Conceptual knowledge | | | | | | |
| Procedural knowledge | | | | | | |
| Metacognitive knowledge | | | | | | |

4. Reform and Optimization of the Teaching System of Human Resource Management under the Background of “New Business”

The essence of teaching is to ask what teaching is. The traditional teaching concept limits teaching to teaching, teaching to curriculum, curriculum to classroom, classroom to lecture, and lecture to textbook. The management courses in colleges and universities, especially the courses of human resource management, are characterized by many related disciplines, dense knowledge points, strong practicability and application. Based on the structuralist view of Piaget, the representative of cognitive psychology school, teaching is student-centered, emphasizing students' active exploration of knowledge, active discovery and active construction of the meaning of knowledge, and teaching reform can be carried out from the direction of teaching mode.

4.1 Teaching Content Reform: the Combination of “Classic case” and “Situational case”

Traditional human resource management courses focus on straight-forward case teaching. The combination of “classic case” and “situational case” means that the teacher first simulates a more real case situation through the case, is shown in Figure 1, and tells the abstract and boring theoretical knowledge to the students through concrete cases through the interaction and participation of the students, so that the students have a more profound understanding of the theory. On this basis, teachers combine their own scientific research projects (college teachers generally have vertical projects at the university level or above, or horizontal projects in cooperation with

enterprises and public institutions, and these topics mainly focus on current frontier hot issues) to design problems that rely on scientific research projects and closely combine with theoretical knowledge, so as to further deepen and expand theoretical knowledge. Make full analysis and discussion in class or in class practice, and require students to investigate and feedback the case teaching and learning process in a team form (in groups) after class.

For example, through the classic recruitment cases of enterprises, teachers will introduce recruitment principles, recruitment implementation process, recruitment link design, recruitment and other related theories and knowledge points to students, so that students can have a profound perceptual understanding of the whole process of recruitment. Then use one or two class hours to design a simulated recruitment, select four to six students to form a recruitment expert group, respectively representing the human resources of a certain enterprise. Department heads, company vice presidents, supervisors of relevant departments, etc., and ask them to design their own interview questions and evaluation criteria and weights according to different perspectives such as pressure interview, structured interview, ability interview, etc., and select some students to participate in the interview as job seekers. The whole process helps students to learn and understand the main theoretical knowledge about recruitment selection, psychological assessment, employment decision and so on in this chapter. Through the case teaching with “sense of substitution”, the knowledge content is “linked” with students, so as to rise from personal practice and on-site experience to theoretical sublimation, and achieve integration.

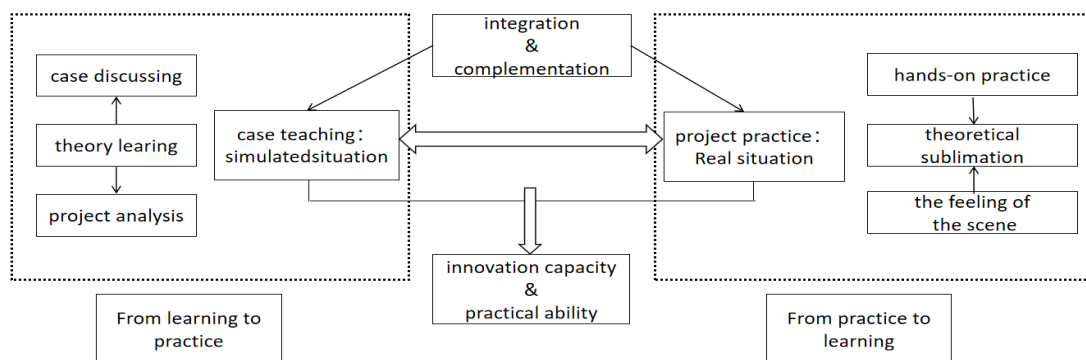


Figure 1: The teaching mode combining “classic case” and “situational case”

4.2 Integrating Education Mode with Modern Means of “Checking, Questioning, Teaching, Learning and Examination” Integrated Structured Teaching Mode

Teaching links is shown in Figure 2:

“Check”: background, relevant theory

“Doubt”: viewpoint, scope of application, empirical research

“Teaching”: basic theory, setting learning goals

“Learning”: group mutual assistance, situational cases, discussion style

“Test”: report, situation simulation, practical training, experiment

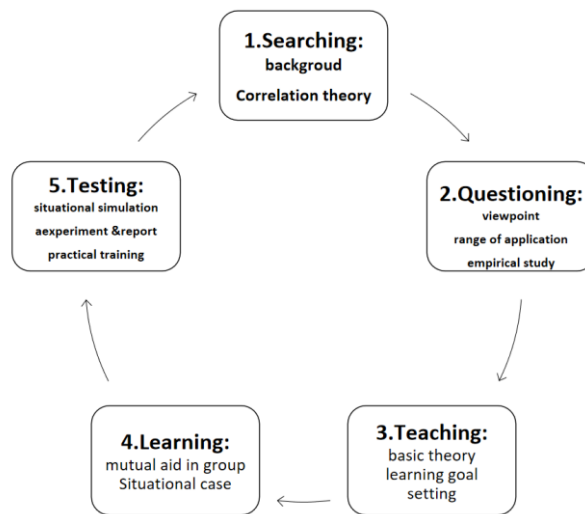


Figure 2: The teaching links

Knowledge Content Management is shown in Figure 3:
 Analysis of available resources for knowledge requirements;
 Knowledge acquisition
 Knowledge transformation and sharing
 Knowledge application innovation

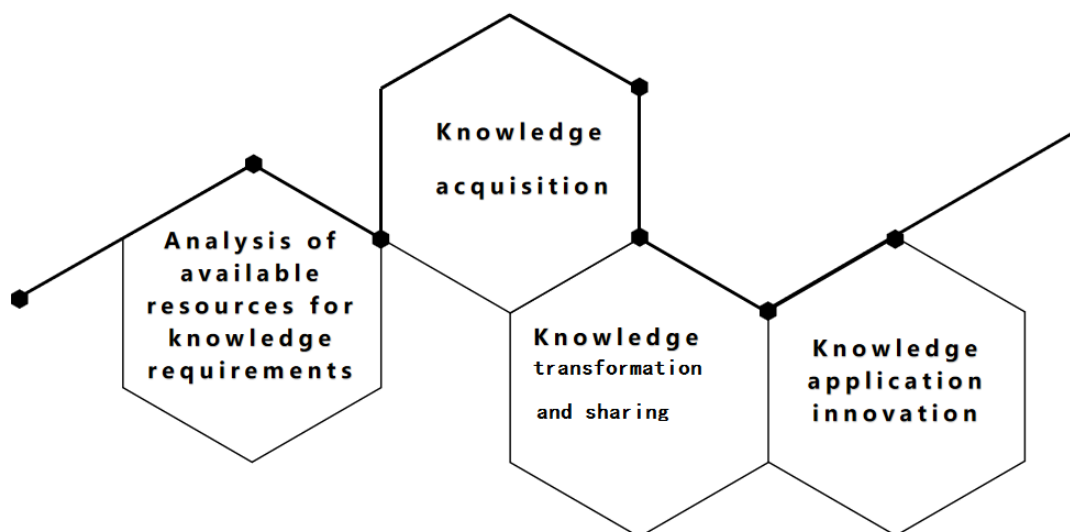


Figure 3: The knowledge content management

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