

Reform Strategies for Business Administration Teaching Practice Based on the Golden Course Concept

Xianfa Yang^{1,a}, Ziyu Cai^{1,b}, Changjiang Yu^{1,c,*}

¹Law and Business School, Shangrao Normal University, Shangrao, Jiangxi, China

^a2050922751@qq.com, ^b2532571427@qq.com, ^c207593@qq.com

*Corresponding author

Keywords: Business Administration, Teaching, Golden Course

Abstract: With the development of new technologies such as big data, cloud computing, and artificial intelligence, traditional business models are facing tremendous changes and challenges. New business models driven by knowledge and data are constantly emerging. Based on this, it is urgent to transform the traditional business education concept and cultivate new business talents that meet the needs of the times. In order to further improve the practical teaching level of business administration, it is necessary to combine the development needs of the new era and the requirements of the new business and gold course construction, analyze and study the problems in the practical teaching of business administration based on the gold course concept under the background of the new business, and propose corresponding solutions. In order to improve the quality of talent cultivation in the field of business administration, this article analyzes the main problems in practical teaching of business administration based on the basic connotations and characteristics of new business subjects and gold courses. Then, it proposes a reform strategy for practical teaching of business administration based on the concept of gold courses under the background of new business subjects.

1. Introduction

Practical teaching is the process in which students internalize theoretical knowledge, conceptual formulas, chart information, etc. from textbooks into their own understanding and value judgment through contextualized learning. From a formal perspective, it includes both on campus practical learning mainly based on experiments and practical training, as well as on-the-job internships conducted both on and off campus. Practical teaching can help students enrich their emotional world, master basic skills, enhance practical judgment, and cultivate a practical attitude. This is not only the responsibility of practical teaching, but also the basic content of practical teaching. In the Internet and information age, with the development of new technologies such as big data, cloud computing and artificial intelligence, the traditional business model is facing tremendous changes and challenges.^[1] New business models with knowledge and data as the driving engine are constantly emerging. Based on this, it is urgent to change the traditional business education concept and cultivate new business talents that meet the needs of the times. In order to further improve the practical teaching level of business administration, it is necessary to combine the development

needs of the new era and the requirements of the new business and gold course construction, analyze and study the problems in the practical teaching of business administration based on the gold course concept under the background of the new business, and propose corresponding solutions.^[2]

2. The Basic Connotation and Characteristics of Golden Course

In August 2018, the concept of "golden courses" was officially used for the first time in relevant documents issued by the Ministry of Education. The intuitive understanding of gold courses is "courses with high gold content". Fundamentally, the Golden Course is a higher requirement for curriculum quality, an innovative practice for curriculum organization, a reasonable development and utilization of curriculum informatization, a resonance between educational development and social progress, and a deep integration of talent cultivation and national construction. The promotion and construction of golden courses will greatly compress the living space of low-level courses, safeguard the quality of talent cultivation, and inject strong vitality into curriculum activity, student vitality, and teacher activities.^[3]

The basic connotation and characteristics of gold courses can be summarized as "gender equality", which includes high order, innovation, and challenge. Higher order refers to the organic integration of undergraduate education in teaching students knowledge, cultivating their abilities, and exercising their qualities, aiming to cultivate their comprehensive ability and advanced thinking in solving complex problems. As a theoretical researcher in education, it is important to recognize that curriculum teaching is not simply about imparting knowledge and imparting knowledge, but rather combining knowledge, abilities, and qualities to demonstrate the effectiveness of higher education. Innovation is mainly reflected in three aspects: first, the curriculum content has cutting-edge and contemporary characteristics; The second is that the teaching form reflects progressiveness and interactivity, instead of conventional "spoon feeding" teaching, students should change from passive acceptance to active learning, and be able to interact with teachers in the classroom; The third is that learning outcomes are exploratory and personalized. Teachers are no longer the masters of answers, but rather allow students to discover and explore learning outcomes through independent exploration. In this process, not only can students discover their individual characteristics, but also tap into their own potential, fully demonstrating the effectiveness of higher education. Challenge level refers to the difficulty of course content, which cannot be fully mastered by students through self-study. It also requires guidance and appropriate explanation from teachers. This requires teachers to have richer lesson preparation content, more reasonable course structure, and appropriate classroom rhythm, while also posing certain challenges to students. The main manifestation is that the learning content is difficult, and students need to do well in lesson preparation before class, actively think in class, and be good at summarizing after class, in order to enhance their sense of learning gain.^[4-6]

3. The Main Problems in Practical Teaching of Business Administration Major

3.1 Problems in practical teaching content

The content of practical teaching is a key link in the reform of practical teaching courses. Compared with the requirements of the new business and financial courses, as well as the OBE concept, the main problems in the arrangement of practical teaching content for business management majors are as follows:

One is the inadequate implementation of the OBE concept. In terms of teaching content, teachers usually only consider what they need to teach, without considering what students need to learn

based on their learning output well;

Secondly, there is a lack of innovation in practical teaching content, as well as outdated knowledge, lack of innovation, and a lack of cutting-edge and contemporary characteristics;

Thirdly, there are shortcomings in the integration of modern new technologies and interdisciplinary aspects in practical teaching content, and there is a relatively lack of cultivation of composite cross-border talents;

Fourthly, there is a phenomenon of simplicity and emptiness in practical teaching content, insufficient challenge and difficulty in the curriculum, and weak sense of learning achievement among students; There is a certain degree of repetition in the content of practical teaching, as well as an unreasonable distribution of theoretical and practical teaching hours.

3.2 Problems in practical teaching methods and means

Teaching methods and means are important aspects to ensure the quality of practical teaching. Even if the teaching content is arranged well, if teachers cannot adopt appropriate teaching methods and means, they will still achieve twice the result and fail to achieve the desired teaching effect. The main problems in this regard are as follows:

Firstly, in terms of philosophy, educators often believe that teaching methods are about how teachers teach, often centered around teaching, while neglecting the more important aspect of how students should learn, that is, student-centered learning;

Secondly, there is insufficient interaction between teachers and students in teaching. Teachers usually explain and analyze cases independently, without fully mobilizing the enthusiasm and initiative of students, and students do not fully integrate into the classroom;

The third is the lack of effective organization and management in practical teaching, that is, the classroom organization is not in place and there is a phenomenon of dealing with problems;

Fourthly, in the very popular case teaching method, the selection of cases is inappropriate, outdated, lacking specificity and representativeness. Some teachers only explain cases without leading students to conduct in-depth analysis, resulting in weak sense of gain for students;

Fifthly, there is an excessive emphasis on computer simulation or situational simulation teaching methods, lacking a way to enter practical scenarios for teaching;

The application of new technologies such as artificial intelligence, big data, and VR in teaching is still insufficient and has not played a greater role.

3.3 Problems in practical teaching evaluation

Practical teaching evaluation is an important part of ensuring the closed-loop work of practical teaching quality, playing a role in control and feedback, that is, through timely control and feedback, to ensure continuous improvement of teaching quality. The main problems in this regard are as follows:

Firstly, in terms of ideology, there is a focus on input-oriented evaluation and a neglect of output-oriented evaluation. The former mainly points to teachers and focuses on how well they teach, while the latter mainly points to students and emphasizes teaching based on learning;

Secondly, there is a phenomenon of focusing on outcome evaluation but neglecting formative evaluation, while output oriented evaluation particularly emphasizes formative evaluation;

Thirdly, there is still a one-sided phenomenon in the evaluation system, which has not formed a scientific and comprehensive evaluation system involving multiple parties such as student evaluation and peer evaluation. There are also insufficient scientific and normative aspects in the design of evaluation indicators, evaluation methods, and data statistical processing;

Fourthly, there are still difficulties in ensuring fairness and handling issues in the evaluation,

resulting in insufficient authority and persuasiveness of the evaluation results.

4. Reform Strategies for Practical Teaching of Business Administration Majors Based on the Golden Course Concept under the Background of New Business Studies

4.1 Optimization and improvement of practical teaching content and curriculum system

In response to the requirements of the new business and gold courses, the results oriented education concept can be introduced and implemented in practical teaching of business management majors. In terms of curriculum design, more emphasis is placed on the cross integration of knowledge, guided by the cultivation of application abilities. A practical teaching curriculum system has been gradually constructed from simple to complex, from verification to application, from single to comprehensive, and from general to innovative, based on the levels of basic skills, professional skills, and comprehensive application abilities, to ensure continuous practical teaching in each semester. At the same time, practical credits account for more than 30% of the total credits.^[7]

4.2 Improvement and enhancement of practical teaching methods and means

Improving practical teaching methods is a necessary part of the construction of the Golden Course. Traditional teaching methods focus more on how to teach, lack interactivity and exploration, and are difficult to mobilize students' learning enthusiasm, neglecting their subjectivity in teaching. Therefore, it is necessary to establish a student-centered teaching model, and give full play to students' autonomy, initiative, and creativity in teaching. On the basis of introducing advanced teaching methods from abroad, we will explore and promote the Seminar teaching concept and Tutorial classroom teaching organization form in more than ten basic core courses such as management, economics, and strategic management. This teaching organization form focuses more on participatory, interactive, research-oriented, and cooperative teaching, aiming to help students understand and digest the content taught by teachers in the main class through student discussions and tutoring classes, and exercise their ability to solve practical problems, cooperate, and express communication skills.^[8]

4.3 Strengthen the scientificity and impartiality of practical teaching evaluation work

The construction of golden courses must attach importance to teaching evaluation, which is an important link to ensure teaching quality. Teachers must implement the advanced concept of output oriented evaluation, and the focus of evaluation should shift from how they teach to how they learn. Evaluation should focus more on students' learning, follow the principle of "teaching by learning", and promote student development as the purpose. This evaluation emphasizes formative assessment and emphasizes the uniqueness of individual student development. When evaluating the teaching of practical courses, it is necessary to start from the perspective of mutual unity between teaching and learning, take the practical teaching objective system as the starting point, design scientifically reasonable, standardized and unified evaluation standards, carefully prepare and adjust evaluation content and items, and use scientific evaluation methods and statistical methods to process various evaluation results and data obtained in a standardized manner.^[9]

4.4 Taking multiple measures to strengthen the construction of the teaching staff and enhance the practical teaching ability of teachers

The promotion of the construction of new business and gold courses is crucial for the construction of the teaching staff. In response to the problems in the practical teaching ability of teachers in the field of business administration, the university where the author works has adopted an open construction mechanism of "going out, inviting in, combining introduction and cultivation", using multiple means to enhance the practical teaching ability of teachers.^[10]

5. Conclusions

The Business Administration major emphasizes practicality and practicality. Compared with the requirements of the new business and gold course construction, there are still certain shortcomings and problems in practical teaching in talent cultivation in this major. This requires higher education institutions to combine the concept of gold course construction with the new business background, and attach great importance to the promotion and reform of practical teaching in the Business Administration major. The construction of new business and gold courses cannot be achieved overnight, and comprehensive design and solid promotion are needed. On the basis of analyzing the basic connotations, characteristics, and requirements of the new business philosophy and the construction of gold courses, universities should clarify the new demand for business management professionals in the era, recognize shortcomings and problems, and explore reforms from the aspects of changing educational and teaching concepts, making overall planning, scientifically arranging teaching content, improving teaching methods and means, and strengthening teacher construction. This article analyzes the above aspects based on existing achievements and practical experience in this field, and puts forward some thoughts.

References

- [1] Ma Xiao, Li Chao. *An Analysis of the Interdisciplinary and Interdisciplinary Development Path of Finance [J]. Teaching in Chinese Universities*, 2023
- [2] Hu Congjiao, Yu Yiqiang, Lu Jiawei, Ankang Kang, Liu Weicai, Luo Lijun. *Preliminary Exploration of Teaching Methods for Interdisciplinary and Interdisciplinary Courses in Stomatology [J]. Journal of Oral Materials and Devices*, 2020
- [3] Wang Qian, Miao Ying. *Research on the Construction of Interdisciplinary and Interdisciplinary Research Institutions in Universities under the Background of "Double First Class" Construction [J]. Economist*, 2021
- [4] Li Yanling. *The cultivation of financial big data talents through interdisciplinary integration in the era of big data [J]. Finance News*, 2023
- [5] Xu Zhichao. *Exploration and Practice of Innovation and Entrepreneurship Education System in Business Majors: Taking the Business Administration Major of G School as an Example [J]. Education and Teaching Forum*, 2019
- [6] Chen Jiao, Qin Chunrong, Li Yihong, Ye Lu, Li Kuimei. *Research on the Training and Development of Business Administration Talents in Private Universities under the Background of New Business Studies [J]. Marketing*, 2020
- [7] Ye Ying, Liu Shasha, Yu Peiqin. *A Study on the Flexible Training Model of Undergraduate Talents in Business Administration under the Background of New Business Studies [J]. Enterprise Technology and Development*, 2020
- [8] Yu Bo. Chen Yun. *Research on the cultivation of core competencies and curriculum teaching reform in management majors under the background of "New Business" [J]. Science and Education Guide*, 2022
- [9] Zhu Weiwei. *Research on the Training Path of New Business Applied Talents Based on the Dual Integration of Industry, Education, and Innovation [J]. Jiangsu Science and Technology Information*, 2022
- [10] Wang Yanwu, Zheng Juan. *Research on the Construction of the New Business Mathematics and Intelligence Practice Teaching System [J]. Shaanxi Education (Higher Education)*, 2023