

On the Teaching Reform of Business Administration Major in Higher Vocational Colleges

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Abstract: Higher vocational colleges are playing a more and more important role in China's education system with their diversified advantages. Cultivating applied talents is not only the core purpose of higher vocational colleges in China, but also the main direction for higher vocational colleges to implement various educational reform measures. Higher vocational colleges should actively overcome various problems existing in the traditional teaching process, so as to achieve the goal of teaching reform in an all-round way. Therefore, from the perspective of diversification, this paper makes a detailed analysis on the effective implementation of various teaching reform measures for business administration major in higher vocational colleges, so as to lay a solid foundation for further improving the teaching quality of business administration major.

1. Introduction

As a professional discipline specialized in cultivating enterprise management talents in China, the business administration major in higher vocational colleges mainly includes enterprise human resource management, financial management, administrative management, marketing management and other modules. The talents to be trained should not only have solid professional skills, but also have rich practical experience. As an educational institution specialized in training applied talents, higher vocational colleges should put forward stricter requirements for the teaching reform of business administration in the context of the new era, not only to ensure that the teaching content has a rich theoretical knowledge base, but also to ensure that the practical teaching content can fully penetrate into the teaching plan. On this basis, we should reasonably increase the proportion of case teaching in combination with the actual learning situation of students, actively implement the teaching principle of "integration of theory and practice", fully respond to the teaching concept of "combination of courses", ensure the effective development of the talent training mode of school-enterprise cooperation, and carry out targeted training for professional talents with the goal of social development and the actual needs of enterprises.

2. Higher Vocational Colleges Should Strengthen the Construction of the Teaching Team of Business Administration

In the process of carrying out business administration education and teaching, teachers should actively respond to the requirements and calls of the new teaching reform, always take students as the main body of classroom teaching, and give full play to their role as guides, which plays an important role in realizing the future development goals of students. If higher vocational colleges want to ensure the effective improvement of the overall teaching quality of business administration major, they should strengthen the active training of teachers' professional ability and comprehensive quality, and establish a high-level teacher team, which can be started from the following aspects.

First, higher vocational colleges should set up corresponding evaluation mechanism for teachers in combination with the actual teaching level of business administration major and the needs of enterprise management, and link the evaluation results of teachers' teaching ability with their vital interests, so as to comprehensively improve teachers' teaching enthusiasm. In addition, it is feasible to encourage teachers to take the initiative to learn the latest knowledge in the field of business

administration and continuously improve their educational ability, so as to provide more high-quality educational services for business administration students.

Second, higher vocational colleges should encourage business administration majors to actively cooperate with relevant enterprises. They should not only regularly invite outstanding business administration talents from enterprises to provide professional guidance to students on campus, so as to ensure that the exemplary role of outstanding business administration talents can motivate students, but also regularly organize students to study business administration related work in enterprises to enrich professional experience, so that students' practical ability can be effectively improved, and a good foundation can be laid for students to fully meet the relevant needs of jobs in the future.

Third, higher vocational colleges should strengthen the active training of teachers' comprehensive ability, provide the latest business management information in the field of enterprise management to teachers, broaden teachers' horizons, enrich teachers' knowledge reserves, ensure that teachers can continuously expand textbook knowledge in the teaching process, and improve teachers' teaching level. In addition, higher vocational colleges can regularly send business administration teachers into enterprises to contact the real management environment, so that teachers' practical ability can be effectively improved, so as to provide more professional teaching services and guidance for further improving students' practical ability^[1].

3. Ensure that the Curriculum System for Business Administration Major is Highly Reasonable

If higher vocational colleges want to ensure that the comprehensive quality of students majoring in business administration can be fully developed, they must make the curriculum system set up more reasonable. They should not only fully integrate the teaching of theoretical knowledge of business administration and practical teaching, but also make the curriculum system highly consistent with students' cognitive needs and interest characteristics, give full play to students' subjective initiative, and enable students to actively participate in relevant teaching activities, so as to further improve students' practical ability, and make use of practical activities to continuously consolidate students' mastery of theoretical knowledge, which can start from the following aspects:

First, the management personnel of higher vocational colleges should set up corresponding course system teams in combination with the characteristics of business administration major, conduct in-depth analysis on the actual teaching needs of business administration major, and clearly understand the specific teaching contents of each course of business administration major. On this basis, modern information technology can be fully integrated to ensure that the traditional curriculum system is comprehensively optimized, so as to significantly improve the scientificity of the curriculum system of business administration major^[2].

Second, higher vocational colleges should divide the curriculum system in detail based on the specific teaching contents of business administration major to ensure that the efficiency of the curriculum system is greatly improved. Generally, the curriculum system of business administration major is mainly divided into two aspects: theoretical curriculum and practical curriculum. In the process of setting up these two curriculum systems, we should always follow the principle of mutual unity and opposition to ensure that the two curriculum systems can fully cooperate and promote the all-round development of students^[3].

Third, the curriculum system team should give full play to its own functions, dynamically supervise and comprehensively assess the optimized curriculum system, so as to take effective measures to actively make up for the shortcomings of the curriculum system after optimization, improve the feasibility of the construction of the curriculum system, ensure that the curriculum system can not only meet the teaching needs of business administration major in modern higher vocational colleges, but also enable students to meet the relevant requirements of future enterprise management in the process of continuous learning^[4].

4. Strengthen the Positive Innovation of the Teaching Methods of Business Administration Education

In order to ensure that students majoring in business administration have the ability to meet the requirements of enterprise management, higher vocational colleges, whether managers or teachers, should strengthen active communication with students, encourage students to put forward opinions or suggestions on their own problems in daily education, and constantly stimulate students' subjective initiative and learning enthusiasm. On this basis, we can clearly understand the learning needs of students, point out the direction for the innovation and reform of the teaching methods of business administration education, and ensure that the quality and teaching efficiency of business administration education are comprehensively improved. We can start from the following aspects:

First, higher vocational colleges should strengthen the active cooperation with enterprises, and provide students with high authenticity and complexity training venues through the establishment of school-enterprise cooperation mechanism, so that students' professional ability and practical ability can be greatly improved in high-density and high-frequency practice. In this process, teachers of business administration major can regularly organize students to visit enterprises and learn different aspects of management, make students personally experience the specific process of business administration, make full use of practical operation to make up for the deficiencies of students in the process of learning and practice, and point out the direction for students to learn more difficult and complex business administration professional knowledge and skills^[5].

Second, in the process of carrying out education and teaching activities, business administration teachers in higher vocational colleges should take various effective measures to fully stimulate students' subjective initiative, fully implement the online and offline mixed teaching mode, encourage students to master new knowledge through independent learning, and discuss the existing problems or doubts in the classroom. At the same time, teachers can also regularly organize students to carry out theme seminars related to business administration work, and encourage students to develop corresponding business administration work plans and countermeasures for related problems in combination with the knowledge content of different units. In this process, teachers can divide students into different groups and encourage students to discuss the content they can't understand in groups. It can not only enable students to learn the way other students think about problems and the way to solve problems, but also learn from each other to make up for their own shortcomings, improve students' teamwork ability and cooperation awareness, and enable students to fully apply theoretical knowledge to practical operation to solve practical problems^[6].

Third, in the process of teaching business administration, teachers should strengthen the active application and penetration of modern new technologies, new equipment and new ideas, comprehensively analyze students' learning interests, comprehensively adjust and reform the existing teaching methods in combination with specific teaching contents and business management needs, and create a more interesting learning environment for students, so as to enable students to actively focus all their attention on the teaching links and activities set by teachers, improve students' learning enthusiasm, and strengthen students' professional ability and comprehensive quality^[7].

5. Conclusion

Driven by the all-round development of China's social economy, enterprises have put forward more stringent requirements for the training quality of business administration professionals in higher vocational colleges. The shortcomings of the traditional business administration education teaching model are becoming more and more obvious, which has been unable to meet the needs of student' career development. Therefore, higher vocational college administrators must strengthen the correct understanding and prediction of the development needs of modern society and the law of market changes, constantly reform and innovate the existing business administration teaching mode from a diversified perspective, ensure that the quality of business administration education and teaching has been comprehensively improved, and provide active help for further improving

China's education and teaching level.

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