

Discussion on Practical Teaching of Human Resource Management Speciality in Higher Vocational Colleges Based on Post Competence

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Abstract: Through the full integration of various advanced education concepts and teaching measures and the establishment of a practical teaching system based on post competency, the human resources management major in colleges can not only ensure the effective realization of the talent training objectives, but also further strengthen the quality of talent training. While improving the curriculum system, it can foster students' professional awareness and ability. Therefore, this paper discusses in detail the relevant content of practical teaching of human resources management major in colleges based on post competency. On the basis of clarifying the teaching content, it establishes and perfects the practical teaching platform, effectively perfects the evaluation mechanism, and lays a solid foundation for comprehensively enhancing the teaching quality.

1. Introduction

The human resource management speciality is a new type of application discipline with high complexity, practicality and systematicness. Students should not only ensure to master rich basic theoretical knowledge, but also be able to flexibly use solid professional skills to solve practical problems. Through carrying out enterprise research and social research, combined with the analysis of relevant results, we can know that at this stage, Chinese enterprises have increasingly stringent requirements for graduates of human resources management, requiring students to master rich professional theoretical knowledge and have strong practical operation ability. Therefore, while developing various teaching activities, the human resources management speciality in colleges should fully integrate theoretical teaching and practical teaching, ensure a balanced and reasonable teaching proportion, enable students to have both theoretical knowledge and professional skills, and meet the needs of Chinese enterprises for application-oriented talents. Based on the training of students' post competency, the practice teaching system of human resources management speciality should be established and perfected to further strengthen students' professional practice ability, perfect students' post competency, and foster a large number of high-level application-oriented talents for enterprise progress.

2. Actively Build a Practical Teaching Platform Based on Meeting the Requirements of Students' Post Competency

Actively build a practical teaching platform based on meeting the requirements of students' post competency, so that students' professional skills can be further broadened. Through the establishment and improvement of the campus practice platform, the campus scene training platform, the classroom practice platform, the post practice platform, and the off-campus practice platform, the diversified teaching mode can be fully infiltrated and integrated to make up for each other's deficiencies, and ensure the seamless connection between practical teaching and post work.

While building the classroom practice platform, teachers can use classroom teaching to fully integrate various practical teaching methods, such as classroom teaching, case analysis, scenario simulation, role playing, group discussion, etc. Through flexible application, students can have a

sense of empathy and perfect their ability to solve problems during active thinking.

While building an internal practice platform, colleges should strengthen the scientific purchase of human resource management software and practice guidance textbooks. Through the full use of human resource management sandbox practice software and talent evaluation software, students should establish a systematic understanding of the various processes and overall structure of human resource management, so that their software practical skills can be actively fostered. It can provide active help for students to achieve zero-distance employment from school to enterprise.

While building the campus scene training platform, teachers can build a virtual enterprise environment for students, provide students with enterprise background information, encourage students to play the role of enterprise human resource managers, require students to analyze the human resource posts and work plans in combination with relevant information, clearly recognize the requirements for personnel recruitment and allocation, master the staff training process, organize performance management activities and salary management activities, simulate the specific content and processes involved in enterprise human resource management activities, and organize students to develop professional training in a virtual environment.

While building a school-enterprise cooperation platform, colleges can choose different ways to cooperate with enterprises based on the actual situation. For instance, colleges can develop targeted training in combination with the actual employment needs of enterprises to provide specialized personnel for enterprises. Colleges can also make use of the existing teacher resources to provide professional training for enterprise employees, organize students majoring in human resources management to visit and investigate enterprises during holidays, and fully use their professional skills to provide services within their capabilities for enterprises. Enterprises can provide first-hand teaching materials and on-site guidance for colleges to develop practical teaching activities of human resource management, assign excellent staff to jointly participate in the compilation and development of teaching materials of human resource management in colleges, organize experts to develop professional lectures, special reports and other activities for students of human resource management in colleges, and receive students for enterprise practice^[1].

While building the post practice platform, students can contact the practice enterprise independently according to their own actual situation, take the post practice way, and actively participate in the work related to enterprise human resource management. In this way, students can not only deepen their recognition of the professional knowledge learned in classroom teaching, but also ensure that their skills in dealing with relevant businesses are strengthened with the help of practical work, so as to further perfect their employability and competitiveness^[2].

3. Strengthen the Positive Reform of the Evaluation Mechanism for Checking Students' Post Competence

Actively build a practical teaching system of human resources management specialty in colleges with the goal of students' post competency, comprehensively reform the specific contents and methods of evaluating students' learning effects, and ensure that the evaluation mechanism and the practical teaching system are mutually compatible and highly matched.

First, actively implement the academic evaluation mechanism. Through the actual assessment of the students' mastery level of human resources management professional knowledge and the degree of application of professional skills, it is clear whether there is a difference between the students' professional ability and quality and the enterprise's employment needs, so as to adjust the teaching ideas and methods in combination with the actual assessment results, find out and fill the gaps, and effectively perfect the students' employability. In this process, we should fully play the role and value of process assessment, and ensure that the process assessment can be effectively penetrated throughout the whole learning stage of students^[3].

Second, actively implement the employment evaluation mechanism. Through the actual investigation, the employment competitiveness of fresh graduates is comprehensively evaluated. Combined with the final evaluation results, the practical teaching system based on fostering students' competency and the talent training system of human resource management in colleges are

constantly adjusted and perfected^[4].

Third, actively implement the employment impact evaluation mechanism. If colleges want to conduct a comprehensive evaluation of the employment impact capacity of all previous graduates, excluding fresh graduates, they can establish long-term contact with employers to obtain the evaluation information of previous graduates, and scientifically evaluate the impact of the education received by previous graduates on their own career development by means of email interview or telephone interview. It can not only objectively check the quality and effect of the training of human resources management professionals in colleges, but also obtain reform measures and suggestions for training professionals through enterprises^[5].

4. Clarify the Content of Practical Teaching Aimed At Fostering Students' Post Competence

The basic ability training for students is mainly based on social practice, fully integrating the implementation of social survey, military training, post experience and other ways, organizing students to visit and investigate enterprises, taking advantage of holidays to practice in enterprises, organizing excellent staff and experts to hold knowledge lectures, and developing various labor law knowledge quiz competitions, career planning competitions, recruitment simulation competition and other professional activities. By encouraging students to actively participate in competitions with different themes and natures, students' communication and organization abilities and sense of teamwork can be exercised and perfected^[6].

The training of students' professional ability is usually based on the core courses of human resource management, such as employee training and development, employee recruitment and allocation, job analysis, performance management, salary management, employee relationship management, etc. The in-class practical teaching is reasonably planned based on the theoretical knowledge learning. For instance, designing relevant teaching plans and simulating specific work scenarios, etc. can make students master the core content and process of professional skills through practical operation, and ensure that students' professional skills are further strengthened^[7].

5. Conclusion

The educational goal of colleges is usually to foster application-oriented and highly skilled talents. Therefore, while developing the education and teaching activities of human resource management specialty, we must give a correct recognition and attach great importance to the significance of practical teaching, actively reform the traditional teaching concept, ensure that school leaders invest a lot of money in the training and teaching equipment and facilities of human resource management specialty, create a good environment for the effective implementation of various teaching reform measures, strengthen the emphasis of professional teachers on practical teaching, and help students effectively connect theoretical knowledge with practical skills. The practical teaching of human resource management specialty based on the training of students' post competence is not only a crucial way to foster professional talents, but also an effective way to fully reflect the characteristics of colleges, and a crucial tool and indispensable key link to perfect the teaching quality of human resource management specialty in colleges.

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