

Analysis of the Problems and Improvement Strategies in the Reform of Human Resource Management Teaching in Applied Universities

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Abstract: Applied universities directly face the demand of society in their education. The practicality of their educational objectives, the practicality of their educational orientation, and the practicality of their educational process require that the construction of professional courses and teaching reform should be closely aligned with the talent cultivation goals of applied universities. As a core course in management majors, the course of "Human Resource Management" requires students to have solid theoretical knowledge and practical application abilities. Therefore, the innovation and practice of teaching methods have become issues that teachers must consider and explore in order to effectively improve the effectiveness of curriculum and teaching reform, and promote the achievement of the goal of cultivating morality and talent.

Keywords: Human Resource Management; Applied Universities; Teaching Reform

1. Introduction

Applied universities directly cater to the needs of society, and the practicality of their educational objectives, the practicality of their educational orientation, and the practicality of their educational processes determine that the talents they cultivate should have strong practical abilities and job adaptability^[1]. Therefore, how to effectively stimulate students' interest and potential in learning, enhance their innovative spirit, practical application ability, and social responsibility, improve their employability and social recognition, is an important goal of talent cultivation in applied universities, and curriculum construction is one of the important means to achieve this goal.

"Human Resource Management" is a core course in management majors, with strong applicability and practical characteristics. It mainly focuses on teaching content such as "Human Resource Planning, Job Analysis, Employee Recruitment and Selection, Employee Training and Development, Performance Assessment and Evaluation, Salary Management, and Employee Relationship Management", in order to enrich and improve the theoretical knowledge of students in this major, Cultivate and train students' practical application abilities in the workplace, providing knowledge reserves and ability foundations for them to quickly adapt to and be competent in human resource management related work after graduation.

2. Problems in The Teaching of Human Resource Management Courses in Universities

2.1 Insufficient Infrastructure Construction

The improvement of infrastructure has a great catalytic effect on the teaching of human resource management practices. However, many universities, especially some private schools, lack investment in human resource management professional practices and financial support for human resource management. From the perspective of material infrastructure construction, training venues for human resource management should have strong questioning ability and be able to restore real work scenes in front of students, And equipped with basic electronic computers and related equipment. From the perspective of software resource development, many universities have insufficient investment in software procurement and have not truly simulated the working environment of enterprises, resulting in limited software teaching resources.

2.2 Lack of Teaching Ability of Teachers

Teachers are organizers of practical teaching activities in human resource management in universities and guides for student growth, but many teachers currently lack practical teaching abilities. The current structure of the teaching staff needs to be optimized. On the one hand, the youthfulness of the teaching staff has led to the majority of teachers lacking work experience in enterprises and lacking practical guidance skills in the education process^[2]. On the other hand, from the perspective of introducing talents, private schools lack attractiveness to outstanding talents, resulting in a gap in teacher training and affecting the effectiveness of practical teaching.

2.3 Unreasonable Course Design

Higher education is an important platform for providing high-quality talents to society, but many universities currently lack experience in cultivating applied talents, have unreasonable curriculum development, and have far more theoretical courses than practical courses, with a large number of class hours. If the human resource management course needs to be taught in practice, it requires a lot of time and comprehensive course design. Most existing courses focus on theory and have relatively limited time for practical teaching, which directly affects the quality of practical teaching.

2.4 Separation between Theory and Practice

What society needs is skilled workers, especially in very practical human resource management courses. However, in practical teaching, most teachers often only focus on imparting theoretical knowledge and neglect its application; Often, after completing the course, students can only take exams and cannot truly apply them to practice, leading to a serious disconnect between theory and practice.

3. Implementation Measures for Teaching Reform of Human Resource Management Courses in Universities

3.1 Strengthening Infrastructure Construction Efforts

In order to effectively improve the teaching quality of human resource management practice, universities must increase their investment in the construction of practical training resources in schools, and optimize training venues and resources according to the training needs of

human resource management talents. Private universities should handle financial management issues well, seek external financial support as much as possible, strengthen efforts in human resource management methods and resource development, to ensure that talent cultivation needs are met. In addition to building training spaces and purchasing hardware, special attention should also be paid to the development and utilization of software resources, so that students can use software to gain a true understanding of the social environment during practical training. Only by providing sufficient training resources in schools can the teaching quality of human resource management professional practice be guaranteed.

3.2 Teacher Selection and Ability Enhancement

(1) Selection of "dual teacher" teachers

A strong teaching staff is an important driving force for the development of human resource management majors in universities. Within the framework of continuously improving practical teaching of human resource management, schools should focus on talent introduction and teacher training to ensure that teachers have strong practical skills. From the perspective of talent introduction, universities should focus on human resource development and attract excellent talents with favorable conditions. On the one hand, in talent recruitment, the education and practical experience of talents should be taken into consideration, and rich resource management experience should be used to recruit enterprise talents. From the perspective of talent cultivation, universities should attach importance to in-service teacher training, carry out various teaching and research activities, and provide training on the development of teaching skills for teachers in human resource management practices. Under the strong promotion of high-quality talents, we aim to improve the expected results of the construction of human resource management majors in universities.

(2) The establishment of the "student-centered" teaching philosophy

As a core course of human resource management with strong applicability and practicality, "Human Resource Management" not only needs to impart knowledge to students, but also emphasizes the cultivation of their practical application ability and the guidance of

value orientation such as people-oriented and moral and legal education. It aims to improve students' job adaptability, help them establish correct values, and cultivate good professional ethics. Teaching reform should first clarify the teaching philosophy of "student-centered", so that students can transform from passive knowledge receivers to active learning participants and knowledge constructors. Teachers should pay attention to thinking, empowerment, and good guidance, achieving a coordinated unity of knowledge transmission, ability cultivation, and value shaping, and achieving the goal of cultivating morality and talent^[3].

(3) The setting of "ability based" teaching objectives

To further highlight the alignment of teaching content with industry development and market demand, closely combine with the professional skills requirements of human resource managers, emphasize theoretical mastery, knowledge application, and student employability, that is, cultivate students' awareness of human resource strategic planning, and transform human resources from auxiliary functions to strategic management; Design and organize job analysis and job descriptions within the company; Conduct reasonable employee recruitment and selection to screen and match talents for the enterprise; Organize employee training and development within the company, integrate into positions more quickly, and cultivate the backbone of the enterprise; Organize enterprises to conduct performance assessment and evaluation, and standardize and manage talent evaluation and management in a reasonable manner; Design reasonable salary standards and systems to avoid talent loss; Familiarize oneself with the management of the employee relations module, cultivate a systematic thinking and global perspective that integrates with other modules of human resources work; By applying teaching methods and techniques, cultivate students' abilities in organization, coordination, communication, expression, and teamwork.

(4) Design of teaching content with "workflow as the main thread"

Enterprise recruitment work is often based on the company's human resource planning and departmental staffing practices, focusing not only on current business needs but also on the development needs of the next 3 to 5 years or even longer. On this basis, universities should

start from enhancing students' professional abilities, and restructure the curriculum system and adjust the teaching content according to the workflow of "human resource planning, job analysis, employee recruitment and selection, employee training and development, performance evaluation and evaluation, salary management, and employee relationship management". Based on the work focus of each link, more targeted teaching methods and practical training projects should be designed.

(5) Establishment of a performance evaluation mechanism that emphasizes both process and outcome

The assessment content can truly reflect the degree of knowledge mastery and professional application ability of students, and the evaluation of course learning effectiveness should be integrated into daily teaching, emphasizing the combination of process evaluation and result evaluation.

Process evaluation includes comprehensive training scores, daily classroom performance, and application of evaluation scales, accounting for 60% of the total score. Comprehensive training includes human resource strategic planning, job analysis, job description preparation, enterprise recruitment plan preparation, simulated interviews, employee training and talent development plan preparation, and simulated performance interviews; The daily performance of students in the classroom includes focus, case discussions, platform learning data, etc., accounting for 50% of the total score; The application of evaluation scales includes students' familiarity with the measurement scope and main content of the relevant scales, their attitude towards participating in answering questions, etc., accounting for 10% of the total score. The process assessment focuses on examining students' abilities to apply professional knowledge to analyze and solve problems, communicate and express themselves, and collaborate with teams.

The final assessment accounts for 40% of the total score, mainly assessing students' mastery of the theoretical and practical knowledge related to the "Recruitment and Talent Evaluation" course. If the transformation of student-centered teaching philosophy and the optimization of teaching methods can increase the endogenous motivation of students to actively learn, then academic performance evaluation is to urge

students to pay attention to the external driving force and baton of learning, which can promote students to master and apply course knowledge in multiple levels and directions.

3.3 Reasonably Establish a Curriculum System and Increase the Proportion of Practical Courses

A carefully designed curriculum must include an organic combination of theoretical and practical education in human resource management, appropriately increasing practical teaching time and enriching practical teaching methods. Scientific programs must be people-oriented, taking into account the quality of the source, while optimizing the program through continuous talent development, and ensuring close integration between the curriculum and talent development programs^[4]. In addition, the schedule of practical courses should be as practical as possible, helping students consolidate theoretical knowledge through the connection between theory and practice, and organizing teaching activities such as practice weeks to better adapt students to work requirements.

3.4 Deepening School Enterprise Cooperation and Providing Practical Platforms for Students

School enterprise cooperation is an important foundation for cultivating talents in human resource management in universities. In the process of promoting the improvement of practical teaching quality in human resource management, universities should attach importance to cooperation with enterprises and maintain close contact with them. On the one hand, they should provide high-quality talents for enterprises, and on the other hand, they should reach agreements with enterprises to provide students with practical opportunities in human resource management. In addition, universities can recruit senior enterprise managers, provide students with specific human resource management training, and improve the efficiency of student practice through personal tutoring activities.

4. Summary

Vocational and practical education in human resource management in universities is an important means to cultivate students' practical abilities and improve their employment

competitiveness^[5]. Therefore, universities should actively promote the reform and construction of the education system, strengthen the teaching staff, provide students with a good practical training platform, and achieve high-quality human resource management through human resource management education. Only by starting from the demand of the economy and society for the cultivation of applied talents in universities, establishing a "student-centered" teaching philosophy, highlighting the setting of "ability based" teaching objectives, adjusting and optimizing teaching content design from the perspective of curriculum reality, raising teaching resources, improving teaching methods and performance evaluation mechanisms, and establishing a multi-dimensional collaborative education system, can we better serve local economic construction and social development, Realize the value and development goals of applied universities.

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