

# Practice Teaching for Undergraduate Management Majors: Significance, Methods and Precautions

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**Abstract:** Practice teaching for undergraduate management majors is an important measure to carry out education, which can not only improve undergraduate practice teaching links, test and promote professional personnel training, but also make personnel training better meet social needs in terms of objectives and specifications. In the process of practice teaching, majors should master the methods and skills of selecting cooperative objects, arranging practice content, process management and work improvement. The points for attention in professional practice teaching include: both parties should adhere to the student-centered approach, try to adopt concentrated practice methods, strengthen safety education, strengthen cooperation and exchange, and help students complete career role positioning and psychological transformation as soon as possible.

**Keywords:** Management Major; Practice Teaching; Cooperation; Social Practice; Advisor

## 1. the Significance of Practice Teaching for Management Undergraduate Majors

### 1.1 Implement the Concept of Quality Education

The Ministry of Education of the People's Republic of China has clearly pointed out in its discussion on the implementation of the "Quality education Project in the new century" that it should strengthen the practical teaching links such as production practice and graduation design to improve the quality of talents training in higher education. The "quality" in quality education mainly includes four aspects: physical and mental quality, moral quality, cultural quality and professional quality. The implementation of quality

education in colleges and universities should, on the premise of ensuring the physical and mental health of students, take moral quality education as the basis and cultural knowledge transfer as the means, focus on cultivating students' professional quality and creating application-oriented specialized talents with excellent theoretical quality and practical skills to meet the needs of society. Applying what you learn is the goal of education. At present, the teaching focus of ordinary colleges and universities in China is generally and obviously biased to classroom theoretical teaching, the all-round development of practical teaching courses has become the key to comprehensively implement the concept of quality education and improve the quality of college personnel training.

### 1.2 Improve Undergraduate Practice Teaching Links

Undergraduate teaching is generally divided into two parts: theoretical teaching and practical teaching. Among them, in addition to experiment teaching and graduation thesis (design), the most important form of practical teaching is practical training. For undergraduate management majors in domestic colleges and universities, there is a phenomenon that theory teaching is more important than practice teaching in teaching activities, and the general practice activities such as classroom cases, case courses, graduation papers are often used to offset the practical hours and credits in the talent training program. This cognitive deviation of talent training concept and method is deepened by teaching management practice, and it is easy for students and teachers to fall into the cognitive misunderstanding, thinking that management undergraduate education is classroom teaching and thesis writing, and getting high grades in courses and excellent graduation thesis can become excellent

graduates useful to social development. In the final analysis, these wrong perceptions must be reversed through teaching management reform practice, that is, timely and effective undergraduate professional practice and continuous improvement of undergraduate practice teaching. This also conforms to the needs of the current new liberal arts construction. Because, the new liberal arts on the basis of the traditional liberal arts theory research, more emphasis on the application of knowledge, to solve social practical problems as the guidance. [1]

### **1.3 Make Personnel Training Standard Social Practice Needs**

The goal and specification of talents training in colleges and universities must follow the requirements of social practice. [2] It is the obligation and basic function of colleges and universities to send qualified talents to the society. With the development of society, the understanding of "talent" in management industries and fields such as public administration, enterprise management, and non-profit organization management is also constantly changing, and the requirements for talents are constantly improving. From the actual situation, all kinds of organizations in the competition for high school graduates we think is essentially "irrational" competition stage, we pay more and more attention to the practicality of talent. When the practicality of this talent is tested by production practice and can not be fully proved by various certificates such as English and computer, the employer turns to believe more in the actual work ability of the proposed personnel seen in the recruitment link and internship link. Therefore, innovation ability, practical ability, practical ability beyond high education, graduation from famous universities, all kinds of certificates, become the current college students smooth employment, irreplaceable golden key. Internship is the "prelude" of college students' employment, if we help college students to take this step of internship, it is very helpful for them to accurately position themselves and improve their job-hunting ability.

### **1.4 Inspect and Promote Professional Personnel Training**

The practicality of talents is an important symbol to test the quality of education in

colleges and universities. After students arrive at the internship post, whether they can quickly enter the job role and open the situation directly reflects the talent training and work quality of their major. Through the practice teaching work, we can find out the shortcomings of talent training from practice, and provide reliable evidence and feasible suggestions for the next implementation of teaching reform. the useful information comes not only from the comprehensive evaluation of the intern's ability, but also from the students' lack of professional knowledge and practical ability. These practical experiences are very valuable for colleges and universities to deepen the reform of personnel training mode, curriculum system, teaching content and teaching methods. Strengthening practice teaching on the one hand can reflect whether there are omissions and deviations in our classroom teaching links, on the other hand, it also helps colleges and universities to timely discover new changes in the field of professional practice and new requirements for professional classroom teaching and professional personnel training, which will effectively promote the construction of professional teaching system in the future.

## **2. The Method of Practice Teaching for Management Undergraduate Majors**

### **2.1 Select a Contract Partner for Internship Cooperation**

The contract object of internship cooperation refers to the organization and the person in charge that carry out internship cooperation with the school and accept interns to carry out internship teaching outside the school. For example, the contract object of internship cooperation for public administration majors may be government agencies, administrative departments, community organizations and other public organizations; the contract object of internship cooperation for economic management majors may be private enterprises such as exchanges and commercial hypermarkets; the contract object of tourism management majors may be travel agencies, tourist attractions and so on. Signing can better protect the rights and interests of students, schools, enterprises, public departments and other parties, and clarify the responsibilities of the main body. When selecting the object of

cooperation contract, the professional should ensure that the nature of the off-campus organization is close to the discipline. Only by starting from the profession and considering the future employment of professional students can we ensure the continuity of on-campus and off-campus learning, so that students can get more professional training in the field of micro-business practice. Do not blindly sign internship units or arrange internship positions.

### **2.2 Arrange the Internship Content**

According to the principle of gradual progress, the difficulty and intensity of internship work can be gradually increased with the enhancement of students' acceptance and adaptability. Generally, it should start from basic daily work, such as making and receiving phone calls, sending and receiving documents, etc., until you are familiar with the working environment and work process, you can enter the routine business field. Jobs and job content can be adjusted under certain conditions, such as the emergence of some exceptional jobs, or secondment to work outside the unit for a period. All these have greatly enriched the students' internship life in terms of content.

### **2.3 Perform Necessary Process Management**

After sending interns to the internship base, they must visit them in time. According to the survey, about 70% of the interns who leave the teacher and campus will have the feeling of not adapting to the new environment, and nearly 10% of them will have the feeling of loneliness. This reflects individual differences in social adaptability. Timely visits to the practice base and timely telephone visits will reduce this degree of unadaptability and enhance students' courage and confidence in work. Through the visit, we will have an accurate understanding of the attendance rate, work task saturation, work performance and other aspects, and make the internship receiving units feel the importance of the school to the off-campus internship work, to ensure the practical results of the internship.

### **2.4 Improvement of the Internship**

Practice teaching is not the goal but the means of education, similarly, the establishment of practice base cooperation education is only a starting point, not the end. If practice teaching wants to carry on sustainably and improve the

effect of practice education, it must constantly sum up experience and improve the practice purpose, practice method, practice content, practice organization and other links. As the school is the ultimate organiser of the internship, it is the responsibility of the school to examine whether the internship needs to be adjusted and how it can be improved. Holding an experience exchange meeting between the partners, holding an intern symposium and listening to the evaluation of the students, and conducting field visits during the internship are all important means to improve and adjust the internship work, [3] which can provide an important basis for the improvement of the internship program.

## **3. Notes on Practice Teaching for Management Undergraduate Majors**

### **3.1 Both Parties Should Reach a Student-Centered Consensus**

Student-centered is centered on the growth of students' subjectivity. Although the intern students complete the production practice tasks and training under the guidance of the instructors inside and outside the school of both parties, the instructors must make it clear that students are also the subject of teaching activities, must stimulate their subjectivity, and must promote the growth of students' ability as the central work of the cooperation and internship guidance of both parties. Both the government and the university should work together to provide them with a high-quality internship environment and full and effective work content. [4] All work should be centered on serving students' practical teaching and increasing their ability. In particular, the school should minimize the unnecessary interference to the on-the-job internship students and ensure the integrity of their practical training courses.

### **3.2 Try to Take the Form of Centralized And Unified Practice**

Practice organization can be divided into two categories in form: centralized practice and decentralized practice. Centralized internship refers to the unified arrangement of students by the school to contract cooperation units for internship. Decentralized practice means that students contact the practice unit and the instructor themselves, and accept the

supervision, assessment and whole-process management of the school. After practice test, the centralized practice is conducive to the scientific selection of internship units and posts and the accurate matching of people and posts, and it is also convenient for the whole process supervision. At the same time, because of the scattered space and long distance, the supervising teachers are not able to provide field guidance and communicate with off-campus cooperative units, and it is difficult to ensure the quality of practical teaching.

### **3.3 Strengthen Safety Education**

Practice safety is particularly important for college students who have just entered the society. the safety of internship students mainly includes traffic safety, food safety, work safety and so on. Work safety mainly means that students should correctly correct their identity, understand the importance of job work, and comply with the confidentiality discipline requirements of the unit. Since internships are typically dozens of consecutive working days, any danger can occur. Schools and practice units should carry out pre-job preventive education to enhance students' awareness of safety and self-protection. If you can, try to buy accident insurance for your student interns.

### **3.4 Strengthen Regular Exchanges between the Two Sides**

On-campus and off-campus instructors should have frequent meetings and exchanges on students' internship experience, achievements, problems, and countermeasures. the two sides should establish mutual trust, communication and cooperation mechanisms. In the face of internship students' diversity, individual problems, timely communication, timely feedback. For theoretical transformation problems and practical business problems, the instructor can provide individual guidance. For psychological and behavioral problems such as discomfort, shyness, fear, and social disorder, grade counselors, psychological counseling teachers, and community social workers can be coordinated to provide guidance and help when necessary. There are various channels for regular cooperation between the two sides, such as teachers' field visits and exchanges outside the school, or the school can invite cooperative units and instructors to exchange

with the school.

### **3.5 Guidance Teachers Should Help Students Complete the Career Role Positioning and Psychological Transformation**

Anyone who has just stepped out of school into society must face the problem of role change. This is especially challenging for interns who are both students and employees. This requires interns not only to work in accordance with the requirements of the post, but also to distinguish different identities and roles, and switch freely between different fields. Many interns do not know their roles and tasks well, which leads to some unnecessary confusion. Instructors should help students adapt to the new life as soon as possible, complete the psychological and behavioral transformation from students to professionals, so that they can learn to accept criticism and always maintain a positive work state, learn to separate work and private life, be willing to start from the little things, take colleagues as examples, and learn from life.

### **4. Conclusion**

Practice teaching is related to the quality of college talent training and the future development of social talent reserve, the state, political parties, government, social forces have important responsibilities. Colleges and universities should strengthen personnel training and professional teaching system design, and actively communicate with related organizations to establish cooperative relations. the government and other organizations should also fulfill the responsibility of social development and aid with the training of talents in colleges and universities. Education cooperation among schools, enterprises, governments and social organizations must be based on mutual trust, take communication as a link, strengthen contacts, establish consensus norms, accumulate social capital, and form a collaborative network of the whole society. [5]

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