

Exploration on the Reform and Evaluation of Practical Teaching of the Course "Management of Aged Care Institutions" Based on the Training of Application Ability

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Abstract: Management of Aged Care Institutions is a compulsory course of basic subject technology for business administration majors, and it is an important core course. Its operability and applicability are very strong. A scientific and reasonable teaching system has become an effective way to promote the cultivation of students' innovative application ability. The paper analyzes the current teaching situation and problems of the course "Management of Aged Care Institutions", and puts forward suggestions to further improve the teaching of the course "Management of Aged Care Institutions", hoping to improve the teaching of the course to a certain extent and improve students' innovative application ability.

Keywords: Management of elderly care institutions, Reform in education, Application capability.

1. Introduction

As a key subject in higher education, Elderly Care Institution Management is one of the compulsory courses for many college students. However, there are many problems in the teaching process of the elderly care institution management course, so it has become an urgent task to find problems and solutions in the teaching process of the elderly care institution management course.

2. Analysis on the Teaching Situation and Existing Problems of the Course "Management of Aged Care Institutions"

From the beginning, the course of "Management of Aged Care Institutions" at the undergraduate level was offered, and the course of "Management of Aged Care Institutions" at the master's level of enterprise management was subsequently offered. The course "Management of Aged Care Institutions" can be summarized as "two levels and two departments". The so-called "two levels" refers to two levels. This course is offered in the teaching of graduate and undergraduate students in the School of Economics and Management. The majors offering this course are mainly management majors. The "two parts" are two parts of the teaching of the course "Management of Aged Care Institutions", namely, theory and practice. The class hours of the undergraduate course "Management of Aged Care Institutions" is controlled between 48 and 64 class hours. Most teachers teach theoretical knowledge in class, mainly explaining the concepts, functions, basic operation methods and other theoretical knowledge of the major modules of the management of elderly care institutions. Some chapters introduce case teaching. The assessment methods are from full closed book to closed book+usual assessment, then to closed book+big paper, and closed book+usual assessment+enterprise simulation operation+big homework. Starting from the students majoring in business

administration, we have set up a simulation training on the management of elderly care institutions to simulate the recruitment process of enterprises, which is guided by teachers in the form of groups.

As the lecturer, I have taught the course "Management of Aged Care Institutions" many times, and there are mainly the following problems in the teaching process of the course "Management of Aged Care Institutions".

2.1. Emphasize Theory and Neglect Application Ability

The course "Management of Aged Care Institutions" is highly practical and applicable, which needs to be based on a certain theoretical basis. The theoretical knowledge learned in the classroom can be fully applied to practice, which also sublimates theoretical learning. However, in the past teaching process, more attention was paid to the teaching of theoretical knowledge, and the corresponding training of application ability was insufficient, which caused students to think that theoretical learning was useless and lack enthusiasm for theoretical learning. Some students only memorized the theory, but could not use it flexibly. This will hinder the formation and improvement of students' application ability.

2.2. Lack of Extracurricular Practice Teaching Base

The teaching practice bases are lacking, and there are few teaching bases that can enable students to exercise their application ability. Most students can only find graduation practice and social practice activity units by themselves. This practice activity is basically a mere formality and will not give students any guidance. Such practice and practice is only an activity that must be carried out to complete the task, which also loses the significance of practice and practice.

2.3. Teachers' Theoretical and Practical Ability Are Not Strong

Most of the teachers who teach the course of "Management of Aged Care Institutions" are those who have graduated from

the field of management of elderly care institutions, rather than those who have graduated from the field of management of elderly care institutions. As a result, the theoretical level of most of the teachers in the field of management of elderly care institutions is not strong. In addition, some teachers have relatively high theoretical level, but do not have enterprise practice, from theory to theory. Due to the lack of practice, the student's education process is more inadequate, which also leads to the inconsistency between theory and practice, and the theoretical knowledge learned by students is disconnected from reality. Moreover, the teaching and scientific research tasks of the school are relatively heavy, and teachers are under great pressure, so they have no energy to design rich courses. As a result, the course of "Management of Aged Care Institutions" has become boring, and there is no way to attract students' attention, which has affected students' enthusiasm and effectiveness in listening to lessons.

2.4. Too Single Classroom Teaching Method

After many attempts, the education model has not been fundamentally changed at present. The traditional education model is mainly adopted. The reasons are various. First, students lack practical work experience and do not know what to learn; Second, teachers lack practical experience in enterprises, sometimes they are just talking on paper. Therefore, there is a lack of interaction between teachers and students in the teaching process. The teacher just talks and the students just listen. The final result is that the teacher's talk is not satisfactory and the students are not happy. This makes the teacher speak more and more, and the students listen more and more uninterested, let alone innovation and practice.

2.5. Lack of Multi-dimensional Assessment System

Management of Aged Care Institutions is a required course of core technology foundation for management majors. In particular, as the first resource, human resources play an increasingly prominent role. Therefore, the management of human resources has become more and more important, and the teaching of the elderly care institution management course has also become particularly important, but it is only limited to the opening of the elderly care institution management course. There is no real security system, and the assessment system is not perfect, and the winner is still determined by the score. Such an assessment system not only destroys the students' interest in attending classes, but also makes students think that participating in practice is a waste of time, If the test score does not exceed 55 points, no matter how well the practice link is done, the course will fail; Or if the test scores are not high and the practice links are well done, the course will not have high scores, so the students spend more time in the study of theoretical knowledge, thus ignoring the practice of learning.

3. Teaching reform measures for the course "Management of Aged Care Institutions"

3.1. Keep Pace with The Times and Select Textbooks

With the rapid development of society, the concept model of the management of elderly care institutions is also constantly updated, and our knowledge teaching should also

keep pace with the times. The textbook is a bridge to transform knowledge into ability, so it is extremely important to choose a good textbook for the elderly care institution management course. We should choose a textbook that pays equal attention to theory and practice. Traditional textbooks only focus on theory, which leads to a lack of practice. Therefore, we have to choose a textbook that pays equal attention to theory and practice, and combines cases with practice, In this way, teachers can teach students the combination of theory and practice in the teaching process.

3.2. Introduce Various Means to Enrich Classroom Teaching

Using a variety of teaching methods can not only enrich the content of teaching, but also broaden students' horizons. For example, the introduction of case teaching and the organization of students' analysis and discussion can not only increase the interaction between teachers and students, make the classroom colorful, but also stimulate students' interest in listening; At the same time, we can set up some chapters for students to teach themselves, so as to train students' ability to read, analyze, summarize and summarize literature; Design scenario simulation, such as carrying out recruitment and application activities, dividing students into groups, representing different recruitment enterprises, and designing recruitment plans by themselves, including recruitment advertisements, job application forms, interview questions, etc. Students who apply write resumes and self-recommendation letters by themselves, simulate the interview process, and decide to hire according to the interview results; Simulated labor dispute arbitration court. Both parties to a labor dispute shall have a heated debate according to the relevant provisions of the Labor Law, and employ corresponding lawyers to give guidance and judgment. With the adoption of various teaching methods, students will have a thorough understanding of the theoretical knowledge they have learned, apply it to the simulated situation, and give full play to students' speculative thinking ability, which is conducive to cultivating students' ability to plan as a whole, organize and manage, respond to changes, and language expression.

3.3. Create A Practical Teaching Base and Enrich The Practical Teaching Mode

Encourage the development mode of school-enterprise combination, and establish more and more effective practice teaching bases, so that the school can cultivate talents with strong application ability for the enterprise. At the same time, the enterprise provides students with practice and practice bases, so that there is a mutually beneficial relationship between the school, students and the enterprise, and the enterprise will do its best to guide students participating in practice and practice, This is also a good way to promote the combination of students' theory and practice.

3.4. Improve Teachers' Theoretical and Practical Ability

The course "Management of Aged Care Institutions" is highly practical and operable, and requires teachers' theoretical and practical ability. The school encourages teachers to constantly update their knowledge, which can also promote the cooperation between teachers and enterprises in scientific research, which can also achieve a win-win situation for schools and enterprises. At the same time, some

teachers with solid theoretical knowledge and strong practical ability can be recruited directly. While improving the quality of teachers, we should also reduce the pressure on teachers, so that teachers can better invest in teaching.

3.5. Improve the Assessment System

Establish a new teaching and assessment system, combine the traditional scoring system with the practice scoring system, innovate boldly, increase the class hours of practical courses, and let students have more time to complete their study. At the same time, when assessing, the score of theory and practice is the same, which can stimulate students' enthusiasm for practical activities and also make students more willing to participate in practical activities.

4. The Effect of Teaching Method Reform in The Elderly Care Institution Management Major

4.1. Improve Students' Innovative Application Ability

Through a variety of channels, we can increase the social innovation practice link, let students go to the human resources department of the enterprise to practice in person, improve the students' application ability, and combine the theoretical knowledge learned in school, so that students can quickly grasp the essentials of human resources work, thus avoiding the problem that graduates only know theoretical knowledge but lacks practical experience when working in enterprises and institutions. In classroom teaching, through the quotation of case teaching, the teacher vividly explains and guides the students' positive thinking, so that the students' innovative application ability can be greatly improved.

4.2. Enhance Students' Sense of Cooperation and Stimulate Their Enthusiasm for Participation

By carrying out the situational simulation teaching method, students can simulate different roles in the human resources module and simulate the actual combat environment, thus enhancing the sense of cooperation between students. Through the intense scene simulation among students, students' enthusiasm for participation was also stimulated.

5. Concluding Remarks

The purpose of current education is to cultivate talents facing modernization and the future. Only when students adapt to this mode of combining theory with practice, can they improve their employment competitiveness and better serve society. Therefore, the reform of teaching methods of the course "Management of Aged Care Institutions" is one of the important tasks of the current teaching reform. We should abandon the old teaching concepts, use new teaching methods, increase the discussion of cases, set up scenario simulations, encourage students to participate in innovative practical activities, and guide students to think and learn actively, so as to stimulate students' enthusiasm and interest in learning, and improve their ability to analyze and solve practical problems, So as to cultivate talents with strong practical application ability and high quality.

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