

# Practice of Management Principles Course Integrated into Ideological and Political Teaching

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## Abstract

Management is one of the important courses for undergraduate majors in management and economics. It scientifically explains the operation laws and management methods of various organizations and provides methodological guidance for other disciplines. In the teaching process, integrate ideological and political elements with professional knowledge, help students establish cultural value orientation and social responsibility, cultivate students' professional quality, dialectical thinking, communication ability, teamwork and innovation ability. This paper discusses the deployment of ideological and political education in the principles of management course from the aspects of the teaching status of management course, the significance of integrating ideological and political education, the training objectives of the course, the implementation methods and ways of the course, in order to provide corresponding guidance and reference for the implementation of ideological and political education in other professional courses.

**Keywords:** principles of management, ideological and political teaching, curriculum practice

## 1. Current Teaching Situation of Principles of Management

Management is a comprehensive interdisciplinary subject, which systematically studies the basic laws and general methods of management activities. The principles of management study the general theories and basic laws of management activities, and trains students' basic management thinking ability and the ability to use management theory and management knowledge to solve practical problems. This course is one of the important professional courses for undergraduate majors in management and economics. It is the theoretical basis of other management classification disciplines and belongs to professional compulsory courses. It scientifically explains the operation laws and management methods of various organizations and provides methodological guidance for other disciplines. The purpose of the teaching of "principles of management" is to enable students to master the general laws, basic principles, general methods and main application fields of management process through the study of this course and understand the latest trends and cutting-edge problems of the development of management, Improve the comprehensive analysis and problem-solving ability of management activities (Luo Qian, 2021) and lay a foundation for learning other professional management courses in the future. Through teaching and other teaching methods, students can understand and think in many ways, and exercise their comprehensive analysis and problem-solving ability.

The course "principles of management" offered in Colleges, and universities should cultivate and guide students to improve their management ability and comprehensive quality through the relevant professional knowledge and theories of the course and should not be limited to the teaching of management knowledge. However, most colleges and universities have the following problems in the process of teaching: (1) the separation of theory and teaching practice: whether teaching content or teaching methods can not meet the needs of the development of the times, and even some teachers regard students as containers and ignore the renewal of their own teaching

ideas (Wang Lu, 2021). As a result, students do not understand the latest trends and cutting-edge problems in the development of management, and cannot use theoretical knowledge to put forward practical solutions and Countermeasures to solve problems according to theoretical requirements. (2) Too much course content is input in the limited teaching time: most teachers in the teaching classroom choose the duck feeding and indoctrination method, only to simply explain the theoretical knowledge, unable to transmit the teaching content in series with the core social values and personal teaching experience, and blindly let students take photos or download teaching materials, which makes students tired, Indoctrination cramming teaching method can only let students passively receive knowledge, but can not improve their management spirit and innovation ability. (3) There is a lack of effective two-way communication between teachers and students: teachers and students lack interactive communication, and teachers cannot adjust the course teaching in time according to the students' learning situation. At the same time, due to the limitation of classroom time, teachers lack interaction with students in class and are unable to understand students' mastery of theory. (4) Teaching quality is result oriented: at present, the teaching evaluation of the principle of management course basically adopts the calculation method of comprehensive assessment of usual grades and final paper grades. The calculation method of the score of the course of principles of management is that the usual score accounts for 30% and the final score accounts for 70%. This evaluation system is completely result oriented and cannot comprehensively assess the improvement of students' comprehensive analysis and problem-solving ability.

## **2. The Significance of Integrating Ideological and Political Teaching into the Principles of Management**

Contemporary students are facing a new era in which science and technology, life, economy and other aspects are rapidly updated. A variety of information comes one after another. If they do not have the ability of dialectical thinking, they will easily fall into the cage of thinking, which will delay themselves at least and damage the country and society at large. Professional courses are an important part of cultivating students' professional knowledge. Due to the excessive emphasis on professionalism, it is more necessary to understand and strengthen the cultivation of dialectical thinking from the perspective of management, so as to ensure that professional knowledge can be correctly applied in practice, which requires students to have good moral quality and political thought.

Starting with the principles of management, we should cultivate students' correct "Three Outlooks", especially the main quality of students as grass-roots managers. The development of management has gone through the process of sublating many basic assumptions, and its core logic has changed from emphasizing complete rationality to paying attention to irrational factors such as emotion, culture and individual characteristics (Du Yunzhou & Sun Ning, 2022). The practice of the principle of management course integrated into ideological and political teaching aims to solve the problem of "entering the ear, brain and heart" of the course. Therefore, we must change the teaching concept of "Teacher centered," run ideological and political education through the whole teaching process, guide students to participate in ideological and political classes, stimulate students' national pride, cultivate students' patriotism, and improve students' ideological and political quality. Pay close attention to new situations and problems in the process of ideological and political education at any time, pay close attention to the changing and developing students' ideological reality and life reality, carry out curriculum ideological and political education in a way that students like to see and hear according to the characteristics of the times, and constantly innovate teaching methods, so as to achieve a high degree of unity between professional course learning and ideological and political education, which is "taught" by teachers and "learned" by students, Turn to teachers' design of "teaching" based on students' learning, that is, design teaching for students and according to students' needs, and change "want him to listen" to "he wants to listen". By integrating the teaching of ideological and political courses, students can master the basic contents of socialist core values, and their application in management, promote the free and all-round development of college students, form a scientific world outlook, outlook on life and values, and pay attention to moral education. Through the teaching of professional courses, it is the trend of teaching reform to enable students to personally experience the marketization function of management and the cultivation of managers' quality, and imperceptibly guide students to establish correct management awareness and management literacy (Zhang Haiyan & Zhang Yinyin, 2019). Through the combination of explicit education and implicit education, we can carry out value education, construct the discourse system of the classroom ideological and political education, and integrate moral education with subtle and silent methods to form the integration of the two.

Therefore, a core content of the teaching of the principles of management is to cultivate students' dialectical thinking, help students correctly analyze and face complex information and situations (Cheng Jialin & Ma Zhaoli, 2020) and guide students to form core socialist values, enterprise values and personal values with the characteristics of the new era through relevant professional knowledge and theories of the course, Finally, students will be trained to become a compound innovative management talent with national feelings, a sense of mission and social responsibility.

### **3. Training Objectives of Management Principles Integrated into Ideological and Political Teaching**

#### *3.1 Cultivation of Cultural Value Orientation and Social Responsibility*

The course of principles of management is rich in theory and strong in practice. The teaching integrates the professional knowledge of management with the ideological and political aspects of the course, and runs through the whole process of management teaching with Chinese traditional excellent cultural management thoughts, so as to cultivate students' cultural value orientation and sense of social responsibility (Zhang Xueqin, 2021). Cultivating cultural value orientation and social responsibility requires students to establish a correct world outlook, outlook on life and values, constantly improve their scientific and cultural literacy and knowledge ability, and arm their minds with knowledge. Learn management experience from party history and national conditions, take the 100 year struggle history of the Communist Party of China, the practice history of reform and opening up for more than 40 years, and the historic achievements and changes of socialism with Chinese characteristics in the new era as examples, cultivate students' patriotism, make students further realize the advantages of the socialist system with Chinese characteristics, strengthen students' political identity and strengthen students' ideals and beliefs, Cultivate students' feelings of loving the party, patriotism and socialism (Ma Tao & Zhang Qi, 2022). Enhance the students' confidence in adhering to the road of socialist reform with Chinese characteristics and their determination to adhere to the ideological line of seeking truth from facts, and provide the necessary ideological basis for students to establish a scientific world outlook, outlook on life and values. Through the study of Chinese excellent traditional culture, strengthen students' national pride and enable students to establish cultural self-confidence. The 5000-year civilization of the Chinese nation has gathered countless management wisdom and experience. While learning management knowledge, students can also experience the wisdom and charm of Chinese traditional culture, and finally cultivate excellent management talents in the new era with excellent cultural value orientation and social responsibility.

#### *3.2 Training of Professional Ability*

Professional courses contain many ideological elements, and the organic integration of ideological and political elements in the process of professional knowledge teaching is an effective way to improve the effectiveness of course teaching (Zhu Dandan, 2020). Find out the "fit point", establish the internal fit relationship between ideological and political education and the course of "principles of management" in a seamless and organic way, and realize the organic unity of knowledge transfer and value guidance in professional teaching based on the special vision, theory and method of management discipline. With the "principles of management" course as the carrier and the method of implicit education, we should organically combine the principles and requirements of ideological and political education with the content design and implementation of professional courses, deeply develop, fully excavate and stimulate the connotation of ideological and political education in professional courses, and form an organic unity of the two. Students of various majors trained by colleges and universities will eventually enter various professional industries and become talents in various industries. As managers, managers themselves need to master super professional knowledge, technology and professional ability. Learn oriental management wisdom from Sinology, learn organizational management experience from party history, summarize self-management theory from practice and cultivate students' learning awareness and learning ability of independent inquiry. Let students receive ideological and political education and consolidate professional knowledge in practice, which can enrich the content of professional courses and enrich professional teaching, so as to achieve better teaching results.

#### *3.3 Cultivation of Dialectical Thinking Ability*

The ability of dialectical thinking is what all managers should have. The ability of dialectical thinking itself is also a kind of innovation ability. Dialectical materialism is the scientific world outlook and methodology of Marxism and the theoretical position that the Chinese Communists cannot deviate from. In the new era, adhering to and developing socialism with Chinese characteristics and realizing the Chinese dream of the great rejuvenation of the Chinese nation face risks and challenges from all aspects. Only by effectively and continuously improving the ability of dialectical thinking, constantly summarizing experience, learning lessons and improving methods, can we be prepared for danger in times of peace and win the future in correctly understanding and solving problems. Due to the professional emphasis on professionalism, dialectical thinking ability is a highly abstract thinking ability, which needs to be cultivated and strengthened in the professional theoretical study and practical summary. In the new era of rapid development, it is the general trend to cultivate students' ability to have dialectical thinking. All majors will take the cultivation of dialectical thinking as a basic and important content goal of professional training. We need to understand and strengthen the cultivation of dialectical thinking from the perspective of management to adhere to seeking truth from facts, proceeding from reality and integrating theory with practice in the new era, Objectively and accurately view and overcome the difficulties in the progress of the cause.

#### *3.4 Cultivation of Communication Ability, Teamwork and Innovation Ability*

In management practice, managers are required to have the ability of teamwork and communication, improve the basic management skills of using management thinking to analyze and solve practical problems, and the ability of development and innovation to adapt to environmental changes. Among them, professional cooperation and team cooperation are the basic requirements. In the teaching of management principles, we should pay attention to guiding students to strengthen self-management at ordinary times, pay attention to the cultivation of communication ability, team cooperation and innovation ability, and increase students' awareness of creation, management and innovation, leadership and incentive ability for education and training, so that students can fully understand and implement cooperation, And then jointly complete their studies or other practical and activity tasks, and gain useful experience from them, so as to lay a solid foundation for better integration into society in the future.

#### **4. The Implementation Methods and Ways of the Principle of Management Course Integrated into Ideological and Political Teaching**

In the process of integrating the course of "principles of management" into the teaching of ideological and political classes, according to the different contents, a variety of teaching methods are adopted comprehensively, mainly combining the five teaching methods of "heuristic teaching + Case Teaching + situational teaching + discussion teaching + transposition teaching" to improve the teaching quality, as follows:

##### *4.1 Heuristic Teaching Method*

Heuristic teaching method is a teaching method in which teachers gradually raise problems, solve problems, and guide students to actively, actively, and consciously master knowledge according to the internal relationship of teaching materials and the cognitive law of students in teaching work, from shallow to deep, from near to far, from outside to inside, from easy to difficult. Adhere to the five principles of stimulating students' positive thinking, implementing quality education and realizing people's all-round development, combining the leading role of teachers with the main role of students, paying attention to the communication between students in the teaching process and methods, inspiring students to think independently, developing students' intelligence and ability, and letting students start.

The heuristic teaching method is used in the course teaching of "principles of management", so that students can automatically take the role of managers and inspire students to feel and analyze how to use the principles of management to establish correct learning goals and make correct decisions in daily learning and life.

##### *4.2 Case Teaching Method*

The case teaching method originated in the 1920s and was developed by U.S.A Harvard Business School advocated that at that time, a unique case type of teaching was adopted. These cases came from the real situation or events of business management. In this way, it helped to cultivate and develop students to actively participate in classroom discussions. After implementation, it was quite effective. This method is a case-based teaching method. In essence, a case is a dilemma of education, and there is no specific solution. Teachers play the role of designers and motivators in teaching, encouraging students to actively participate in discussion. Unlike traditional teaching methods, teachers are very knowledgeable people, Play the role of imparting knowledge.

Case teaching method is widely used in the course of "principles of management" and relevant cases is set in relevant chapters for students to analyze and discuss. Especially in the study of management culture and management ethics, we should assist relevant hero model stories and cases, and guide students to establish a strong sense of responsibility for the times, so as to establish a noble feeling of family and country and cultural self-confidence.

##### *4.3 Situational Teaching Method*

Situational teaching method takes cases or situations as the carrier to guide students' autonomy inquiry learning to improve students' ability to analyze and solve practical problems. It is unique in cultivating students' emotions, enlightening thinking, developing imagination, developing intelligence and so on. Situational teaching method was put forward by Palmer and others after long-term scientific and systematic research on foreign language teaching in the early 20th century, and inherited the basis of traditional teaching, forming a richer and more perfect teaching system. Situational teaching method is mainly used by teachers to create specific situations in classroom activities, so that students feel relaxed and happy in learning, so that they feel refreshing about unfamiliar knowledge they have not seen before, and make them full of interest in teaching classroom. Situational teaching method can attract students, make it easier for students to understand and participate in classroom teaching, improve interest, improve class efficiency, at the same time, let students get the best attention in class, and then through the role of understanding, respect and participation, improve students' learning interest and enhance their learning initiative.

In the teaching process of "principles of management", we should properly carry out scenario simulation training

in combination with the learned content, so that students can deeply analyze how to find and solve problems in the simulated management scenario. Situational teaching methods enable students to exercise and improve their professional skills, and cultivate the scientific spirit and logical thinking ability necessary for social science learning.

#### 4.4 Discussion Teaching Method

The discussion teaching method emphasizes that under the careful preparation and guidance of teachers, in order to achieve certain teaching goals, through the pre design and organization, it can inspire students to express their views on specific issues, so as to cultivate students' independent thinking level and innovative spirit. The links of discussion teaching roughly include: designing problems, providing materials, enlightening ideas, and drawing conclusions. It is emphasized that letting students become the masters of learning, while teachers guide their learning, which has the benefits of developing students' careers, enhancing students' flexibility of thinking, and developing the habit of cooperative learning.

In the teaching process of "principles of management", thematic discussion combined with the course content can cultivate students' independent thinking ability and innovative spirit, deepen students' understanding of their own values and moral quality, and further improve students' code of conduct.

#### 4.5 Transposition Teaching Method

Transposition teaching method is to let students stand in the perspective of teachers, copy teachers' thinking into their own minds in a series of links such as learning to prepare lessons, teaching and designing test papers, and experience and practice the processes and methods that should belong to teachers' work links, so as to free teachers and students from the shackles of traditional teaching mode and fully explore students' autonomy, So as to stimulate students' learning emotion, learning interest and learning creativity. In short, in our math class, teachers only act as "guides", while students are the real "masters" of learning.

In the teaching process of "principles of management", individual chapters can be transposed with students for students to explain. This teaching method has fully mobilized students' enthusiasm, changed students from mechanically listening and memorizing to consciously exploring and thinking, and can help students establish better thinking methods and learning habits.

### 5. Conclusion

Through the construction of "Course Ideological and Political Education", strengthen the education of Marxist theory, cultivate patriotism, and integrate ideological and political education into the whole process of education and teaching. Let the "ideological and political flavor" in this course highlight the educational value, and let moral composition cultivate people "moisten things silently". With the principle of management course as the carrier and the method of implicit education, the principles and requirements of ideological and political education are organically combined with the content design and implementation of professional courses. Develop deeply, fully excavate and stimulate the connotation of ideological and political education in professional courses, and form an organic unity of the two. Enriching the teaching content of management course, while explaining professional theoretical knowledge, carrying out ideological and political education for students, and integrating ideological and political education into the teaching of management course, can not only enhance students' self-management ability, but also improve students' ability to integrate theory with practice and comprehensive quality, and finally achieve the talent training goal of whole process and all-round education.

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