

Research on Human Resource Management Curriculum Reform

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Abstract

In the course system of management, human resource management is an important central link that runs through other professional subjects. The practical effect of this course content is relatively high, and the scope of specialties involved is relatively large. Under the current situation of social and economic development, undergraduate teaching in China's colleges and universities is facing many problems. Among them, human resources management curriculum is still lack of many shortcomings, the content of textbooks is not perfect, the teaching methods are obsolete, and the setting of teaching system is unreasonable. In this paper, the teaching curriculum reform of human resources management is discussed and studied. The theoretical knowledge in the teaching content is simplified, the teaching practice effect is strengthened, case teaching is carried out, the human resources management course is carried out scientifically and effectively, and the teaching efficiency of this management course is improved.

Keywords

Human resources; Management curriculum; Reform; Discussion.

1. INTRODUCTION

Human resource management is constantly changing with the social and economic development of our country. From the development and changes in recent years, human resources management has mainly gone through three stages of development. Firstly, the role of human resource management in enterprises in China is mainly applied to the management of internal staff related affairs and the management of internal staff related work. Secondly, the work content of human resources management has become to provide services for other operating departments, mainly to help enterprises expand internal staff. When enterprises have internal staff to leave, human resources departments should recruit new employees in time, and conduct comprehensive training for them, and also check whether new employees are suitable for jobs. In view of these aspects, human resources departments need to be responsible for them. People make sound implementation plans. The last development period of human resource management is that the innovation economy has become the dominant factor of social development, leading to the arrival of knowledge-based economy society, changing the working mode of employees, from the passive mode to the active participation mode, and the innovative thinking of employees has become the core of enterprise development. Under the economic conditions of innovation mode, the most precious wealth is the staff's knowledge level and work efficiency, whether it is the internal organization of enterprises or other industries. Therefore, the teaching content of human resources management needs a comprehensive analysis of the characteristics of the course, and in view of the development of this teaching content, effective formulation of specific reform programs.

2. MAIN CHARACTERISTICS OF HUMAN RESOURCES MANAGEMENT COURSE

2.1. The position of human resources management course in management teaching

The course of human resources management occupies a major position in the teaching system of management. Its importance is determined by the position of human resources department in society. Whether in the ordinary production enterprises or the innovative and idealistic enterprises with knowledge workers as their internal components, the order of the main factors of production is arranged according to ideology, manpower, information, capital and material. In terms of responsibility and ability of resource management, these corresponding elements are quality management, production management, financial management, sales management, information management, enterprise strategic management and human resources management. For example, if you look at an enterprise as a person, your body is quite human resource management, and your brain is strategic management. Therefore, the position of human resources management in management curriculum system is only the core position of enterprise strategic management, but also the link point of other types of management functions.

2.2. Interaction of multidisciplinary teaching contents

The content of human resources includes the overall process of human resources economic activities, which responds to the management of the procedures of mobilization, assessment, training and recruitment of employees of all kinds and classes within the society or enterprises. Human resource management in the creative economy of the 21st century should play four main roles in enterprises. The first is strategic human resource management, as a strategic management partner of enterprises; the second is human resource managers' ability to contribute as supporters of employees; the third is the organizational structure of the management system, to become functional experts; and the fourth is the change of management form, to become the promoter of change. In order to play the four roles well, human resource managers need many necessary skills. Human resource management teaching should also involve many subjects, including human factor engineering, economics, pedagogy, law, psychology, management and so on.

2.3. Practice of human resource management application

In theory, the core content of human resource management teaching is not very complex, but it shows a strong practical role in detailed citation. From the perspective of job analysis and design, this part is the overall basis of human resource management. The main theories related to this part are job characteristics model, interpersonal relationship theory, social science and technology system theory, industrial psychology theory and management theory. These theories can be better grasped and understood by students in classroom teaching. However, in the description material preparation part of the specific work, it will be related to the work content and process of some posts, employment conditions and working environment, which requires students to conduct in-depth research and practice in order to be familiar with the application and mastery. Compared with the general job description, the creative job description pays more attention to the creative production process, which improves the scope and depth of practical investigation.

3. RECENT SITUATION OF HUMAN RESOURCES MANAGEMENT COURSE

3.1. Textbooks and textbooks are not updated in time

At present, in the undergraduate course teaching content of our country's colleges and universities, the main contents of the teaching materials used in the course of human resources

management are "Human Resources Management" edited by Li Yanping (the content of the teaching material is economics and management), "Human Resources Management" edited by Liu Xin (the content of the teaching material is the core of economic management of the Ministry of Education), and "Human Resources Management" compiled by Gary Dessler (Asia). Editor-in-chief of Zhao Shiming's "Human Resources Management and Development" (textbook content is a national excellent course), and Qin Zhihua's "Human Resources Management" (textbook content is the "Eleventh Five-Year Plan" and so on. These textbooks are supplemented by the global development of creative economy. However, due to the rapid rise of creative economy in the world, the number of jobs it occupies is also increasing with the rising speed. The creative industries in Guangzhou, Shanghai, Hangzhou, Beijing, Changsha and other cities in China are developing rapidly, and the creative class accounts for 10% of the total urban employment. Under such circumstances, the content of textbooks at this stage has not kept up with the pace of creative development, and the knowledge learnt by students can not meet the changing work needs.

3.2. No innovative teaching methods

According to the teaching plan of management specialty for talents, students need to master the basic theoretical knowledge and the forecast and overall balance of supply and demand of human resources, the analysis method and process of work, the theory of human resources management, the recruitment and screening of talents, the content and organization management of training, the evaluation method of performance, career planning and compilation, salary in the teaching of human resources. Design and other main contents. These knowledge are mainly learned in the classroom. Most colleges and universities in China only set 32 hours in the course of human resources management, and the teaching time is very limited. When many teachers explain the course, they only choose the more important content in the textbook to carry out the teaching content, but they do not carry out the practical courses such as the recruitment of staff, the design of work and the design of classified salary effectively. Such a teaching method is not conducive to improving students' awareness of participation, reducing the positive attitude of classroom learning, but also resulting in students' lack of ambition and talent in human resources management, unable to meet the development requirements of creative economy.

3.3. Lack of definite teaching objectives

The development characteristics of creative economy include good communication, quick thinking, open attitude, positive optimism, pursuit of superiority, broadening thinking, spiritual acumen, courageous practice, teaching background, brave questioning, perseverance, knowledge sharing, knowledge learning, interest initiative and understanding omens. Under these conditions, most colleges and universities still regard ordinary employees as important managers to analyze their retention, selection, application and education. They do not pay attention to the retention, selection, application and education of creative talents and knowledge workers, which hinders the economic development of enterprises.

4. TEACHING REFORM MEASURES OF HUMAN RESOURCES MANAGEMENT COURSE

4.1. Strengthen the practicality of teaching

Human resources course is very practical. From the educational content, the most important practice is in the two chapters of employee recruitment, selection and planning career management. According to the contents of these two textbooks, teachers' lectures are needed as guidance and students' practical experience is the main teaching method. Teachers' team experience in schools mainly refers to teachers' elaborate explanation of textbooks with short

classroom practice, and then organizes students to perform situational play with more practice. Specifically, it uses the simulation recruitment form of grouping to select and recruit. The study of career management is to let students write their own career plan after class for five years after graduation, and then select a few students at will to explain their career plan publicly in class, and the realistic basis. This kind of teaching method meets the needs of students, and can also mobilize the enthusiasm of students to participate actively. It achieves a relatively perfect teaching effect in the specific practical teaching. In addition, in view of the practicality of human resources management throughout every process, it is not enough for knowledge to carry out practical activities in the classroom. It is possible to cooperate with surrounding enterprises within the allowable scope of conditions and develop practical bases outside schools so as to enable students to deepen theoretical teaching knowledge and understanding of teachers' teaching content in the classroom through a real working environment.

4.2. Pay attention to practical cases of textbooks

In the teaching content of management, case teaching is the preferred teaching material for students. This way of teaching can incorporate dull written theoretical knowledge into practical cases, and can stimulate students' enthusiasm for learning by asking questions in case analysis. Case teaching has many advantages, but it needs a lot of course time, so teachers must design teaching content reasonably in the prescribed course. There are two criteria to consider when choosing teaching cases. One is to use the content of chapters as the case direction, and the teaching cases must conform to the teaching content. Secondly, taking creative industry as the object of case study can not only reflect the development needs of creative economy, but also fill the vacancy of teaching materials in this content. According to these two criteria, the teaching staff should analyze the three catalogues of human resource management summary, labor relations and employee welfare, salary management to select cases. The practical effect of teaching shows that the analysis of these cases can not only train students to solve and analyze problems, but also give full play to their initiative.

4.3. Simplification of teaching theory

The teaching goal of human resources management is to make students' own skills meet the needs of social and economic development, and also to have a higher theoretical knowledge ability and application level of all aspects of human resources management in enterprises. China's social and economic development has changed from industry to post-industry. The most obvious characteristics are the arrival of knowledge society and the emergence of creative economy. Compared with ordinary employees, knowledge talents and creative employees have their own unique characteristics, which can be summarized as creative skills, creative knowledge and creative spirit. Teachers should give simple and effective explanations of classroom theoretical knowledge in limited teaching time, and focus on teaching students to understand more difficult, and other subjects do not have content, mainly in the comprehensive average theory and human resources supply forecasting, pay design and job performance, etc., these theoretical knowledge teaching bias to creative talents. Knowledge workers, to meet the requirements of the development of the times.

5. CONCLUSION

By analyzing the teaching methods of human resources management course, this course is in the central position in the professional courses of management ranks. Its content covers a wide range of fields, and it is closely related to various industries. Moreover, the practicality of this course is very high. Under the current creative economic background, the renewal degree of human resources management curriculum in teaching textbooks is not enough, the direction of teaching objectives is not clear, and the innovation of teaching methods is insufficient. In view

of these problems, we should carry out a new stage of exploration on the reform of the teaching methods and contents of this course from three aspects: teaching theory, teaching cases and teaching practice, hoping to provide reference for the practical teaching methods of this course. This teaching method is still in a preliminary stage of development, do not continue to study in the process of practice, establish a sound teaching environment of human resources management courses.

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