On the Teaching Reform of Human Resource Management Course in Higher Vocational Colleges under the Background of Big Data

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Abstract: Currently, the talent training program, content and form of human resource management major in colleges have been seriously disconnected from social progress. As a crucial educational institution to foster professional and practical talents for the society, colleges must develop educational reform. This paper briefly analyzes the changes in human resource management based on big data, and points out some problems in the teaching of human resource management in colleges and the corresponding reform countermeasures, hoping to perfect the teaching quality of human resource management in colleges.

1. Introduction

The progress of social economy has pushed the competition of enterprises into the management level. Refined management can lay a fabulous foundation for the upgrading, transformation and sustainable progress of enterprises[1]. In human resource management, people are the main and leading factor. The main aim of colleges is to send talents with solid professional foundation and practical level to the society, so as to push talents to transform their knowledge into productivity. Owing to the arrival of the big data era, human resource management relies more on information data to develop its work. In this context, the curriculum of human resource management in colleges should also be changed accordingly, so as to transfer more information-based human resource management talents to the society.

2. Changes in Human Resource Management in the Context of Big Data

2.1 Conceptual Change

Owing to the innovation and progress of science in China, information technology has been widely used in the production and application of all walks of life. In the context of big data, the concept of human resource managers has also changed to a certain degree. Data is the core of the big data era. In the actual human resource management process, the effective application of data information is very necessary. Human resource managers should strengthen personal data thinking, fully use big data to process human resource management, rely on data information to reasonably allocate and manage human resources, thereby enhancing the efficiency and quality of human resources management[2].

2.2 Hr Management Starts to Apply Big Data Technology

First of all, major enterprises began to widely apply big data technology in talent recruitment. Recruitment is a crucial part of the work of the human resources management department. During the recruitment process, managers use the big data system to preliminarily screen the interviewees, and then select candidates who meet the recruitment conditions, and use the big data technology to conduct a multi-angle analysis of all aspects of the personnel's application performance, so as to enhance the rationality of the recruitment process. Secondly, big data systems and technologies have also been applied in talent training. The human resources management department can use the big data system to analyze the working conditions of each department and position, find out the

problems existing in the working process of employees, and use the big data system to formulate the corresponding training content, so as to effectively enhance the working efficiency of the enterprise. Owing to big data, the reform of human resources teaching in colleges can better enhance the information literacy and work ability of talents, and thus enhance the employment competitiveness of students[3].

3. Difficulties in the Teaching of Human Resource Management in Higher Vocational Colleges

3.1 Focus on Theory But Despise Practice

Focusing on theory and ignoring practice is the most prominent and significant problem in the current teaching of human resource management in colleges[4]. Due to the long-term influence and restraint of traditional teaching concepts, some colleges still adopt book-based teaching activities. In this teaching mode, teachers are in a leading position, while students are in a passive position to accept knowledge. The course of human resource management in colleges is not only a theoretical teaching course, but also puts forward high requirement for students' practical operation ability. However, the traditional teaching mode greatly neglects practical teaching, which seriously hinders the formation and progress of students' human resource management ability, and is also not conducive to the innovation of students' management thinking. In this kind of educational environment, students will gradually develop into "nerds" with rich theoretical knowledge but almost zero practical operation ability, which will eventually lead to the disadvantaged position of vocational students in the market competition.

3.2 Rigid and Backward Teaching Content

As a crucial carrier of theoretical knowledge and practical skills, teaching content is of great significance for training and improving students' human resource management ability. However, from the analysis of the current teaching situation of human resource management courses in colleges, there are many deficiencies. In particular, the teaching content is inflexible and backward, and has not kept pace with the times. This, to some degree, it leads to the disconnection between the teaching of human resource management in education and the talent demand of enterprises, thereby reducing the effectiveness and quality of human resource teaching[5]. Students are unable to further recognize and master more traditional knowledge. Therefore, colleges should take market demand as the guidance, adjust and update the teaching content of human resource management course in time according to industry progress, enterprise talent demand, etc., so as to foster more new management talents for the society.

3.3 Single Assessment Method

The teaching assessment and results are the crucial basis for assessing students' learning situation, professional ability and other aspects, and also a crucial reference for teachers to optimize and adjust the teaching plan. In the current teaching assessment of human resource management course, although it is emphasized to enrich the assessment forms, in the specific implementation process, due to the influence of multiple factors, it is still carried out in the form of a single paper examination[6]. This not only fails to reflect the true level of students, but also reduces the students' interest in the teaching of human resources management, thus forming the wrong idea that learning is to cope with the exam. In addition, the examination paper is set by the teacher, which is subjective and lacks pertinence. Each student's learning ability and knowledge base are different, and a single assessment form will lead to some students' ability can not be well reflected, thereby undermining students' learning self-confidence.

4. Innovative Strategies for Teaching Methods of Human Resource Management in Higher Vocational Colleges

4.1 Enrich Teaching Forms

First of all, teachers should focus on guiding students to recognize and master basic theoretical knowledge in the teaching process, and consolidate the management foundation of students. In the teaching of human resources management course, there are some concepts with strong theories, and students are not enthusiastic about learning, even some students resist learning. But this part of theoretical knowledge is the key content in the teaching of human resource management. In this case, teachers can enrich teaching forms to develop teaching work. For instance, teachers can deepen students' recognition and memory of key and difficult knowledge contents by repeatedly emphasizing and analyzing cases. The specific teaching methods are dividing learning groups to develop project-based teaching, giving students relevant topics, guiding students to design human resources management plans, and putting forward guiding questions to trigger students' in-depth thinking and analysis. Finally, students should report the learning results in groups to enhance learning efficiency. In addition, teachers can also create teaching situations, set up actual human resource management scenarios, and let students play HR managers, enterprise leaders, interviewers, etc. While completing teaching tasks, students can learn rich human resource management knowledge and strengthen practical skills. Teachers should also focus on teaching students to use data information software. Software teaching such as Project and Oxygen enables students to master more information skills required in work[7].

4.2 Improve the Teaching Content

Owing to the constant expansion and innovation of the content of human resource management, higher requirements have been put forward for the working ability, professional skills and professional quality of talents. Currently, the teaching system of human resource management major in colleges is backward, which directly causes the problem of teaching quality reduction of human resource management major. Based on this, colleges should perfect the teaching content. First of all, colleges should update the teaching materials of human resource management specialty, and timely supplement new human resource management textbooks in combination with the current human resource management work content and post needs. Secondly, colleges should fully focus on the construction of human resource management professional courses. Faced with big data, the human resource management professional should integrate advanced data information software teaching, increase the teaching of human resource data software application courses, thus enhancing students' big data application level, helping students fully master human resource management skills under the background of big data, and enhancing students' employment competitiveness.

4.3 Perfect the Assessment System

In addition to innovating the teaching form and content, colleges should also make corresponding changes to the teaching assessment of students. The traditional teaching assessment is mainly carried out through the paper-based final examination, which cannot fully show the core content of the human resources management curriculum, and it is extremely easy to mislead students to form a rigid learning thinking that focuses on theoretical knowledge learning and ignores professional skills training. If data thinking is integrated into teaching assessment and students are assessed as a whole through diversified data, it will not only improve the scientificity and rationality of assessment results, but also guide students correctly. Based on this, in the actual teaching assessment process, teachers should fully use big data teaching platforms, such as Superstar, MOOC, etc., to assess students' teaching through such data information as students' course sign in, current learning time, pre-class prediction efficiency, and post-class homework completion. In this way, teachers can deeply recognize and master the learning level of students and the absorption of knowledge learned, adjust and perfect the teaching plan in time, and enhance the teaching quality of human resource management in colleges.

5. Conclusion

As a crucial basis for training human resource management talents, colleges can enrich students' minds and management thinking through theoretical knowledge, and strengthen students' management ability and practice level through specific teaching practice activities. Based on this, colleges should fully use the technological advantages brought by the age of big data to deepen the teaching reform of human resource management courses, enrich the teaching forms, perfect the teaching contents, perfect the assessment system, and innovate the teaching quality and efficiency of human resource management courses by analyzing the problems existing in the current teaching of courses, so as to foster more new management talents for the society.

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