

Research on Teaching Strategies for Human Resource Management Courses in Higher Education Institutions under the Course Ideology of Integrating Politics and Values

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Abstract: Human resource management courses in higher education institutions are fundamental for students. However, due to the influence of teachers' teaching philosophies, teaching methods, and textbooks, there are issues in the current teaching of human resource management courses, such as insufficient integration of ideological and political elements, lack of student interest, and reliance on a singular teaching approach. As a result, students struggle to understand and master the knowledge effectively. Therefore, it is necessary to adopt the ideology of "integrating politics and values into the curriculum" and take measures such as enriching the course content, innovating teaching methods, and enhancing faculty development to enhance the integration of ideological and political elements in human resource management courses in higher education institutions. By fostering students' interest in learning and equipping them with scientific and rational learning methods, their comprehensive abilities and core competitiveness could be enhanced in the field of human resource management.

1. Introduction

Human resource management is a highly practical and applied discipline that holds great significance in integrating ideological and political elements into its courses for the cultivation of students' comprehensive competence. In the current context of the comprehensive promotion of ideological and political education in higher education institutions, human resource management courses should adopt the concept of "integrating ideology and education within the curriculum". By combining professional knowledge and skills with ideological and political education, the courses aim to achieve the goals of talent development. However, in the actual teaching process, challenges arise due to insufficient understanding of the concept of integrating ideology and education within the curriculum, a lack of effective integration of ideological and political elements, and the use of monotonous teaching methods by instructors. As a result, students find it difficult to comprehend and grasp the course knowledge. Therefore, instructors should fully leverage their own strengths and transform their teaching philosophies and methods. They should adopt the concept of "integrating ideology and education within the curriculum", blend professional knowledge with

ideological and political elements, and employ measures such as enriching teaching content, innovating teaching methods, and strengthening faculty development to enhance the comprehensive competence and core competitiveness of students majoring in human resource management. This will cultivate high-quality talents who meet the demands of the new era and fulfill the fundamental task of moral education and talent cultivation^[1].

1.1 Research background

In our country, it has been explicitly stated that moral education is the central focus and that ideological and political work should be integrated throughout the entire process of education and teaching, aiming to achieve comprehensive and all-round education and to create a new development situation in our education system. Human resource management is a fundamental course in higher education institutions, and integrating ideological and political elements into human resource management courses is of great significance in enhancing students' core competence and promoting their comprehensive development. Therefore, integrating ideological and political education elements into the teaching of human resource management courses has become an inevitable requirement in the context of societal development.

1.2 Research significance

Higher education institutions across the country have actively explored specific approaches to integrate the concept of ideological and political education into teaching, achieving certain results. However, there are still issues in the actual teaching process, such as unclear teaching philosophies, lack of effective teaching strategies, and insufficient integration of professional knowledge and ideological and political elements. These limitations to some extent hinder the effectiveness of integrating ideology and education within the curriculum. Therefore, this paper focuses on the concept of integrating ideology and education within the curriculum and takes human resource management courses in higher education institutions as the research object. By analyzing the current teaching status and existing problems, it aims to explore teaching strategies that incorporate the concept of integrating ideology and education within the curriculum, with the goal of enhancing the comprehensive competence and core competitiveness of students majoring in human resource management. This research provides valuable references for higher education institutions in cultivating high-quality talents that meet the demands of the new era^[2].

1.3 Research status at home and abroad

Research abroad mainly focuses on the integration of ideology and education within the curriculum in foreign human resource management courses, conducting in-depth studies on the current status, content, and strategies of integrating ideology and education within the curriculum in human resource management courses. Among them, Canada has conducted extensive research in this field, exploring ideological and political elements in higher education institution's human resource management courses and constructing a multi-level ideological and political education system. Germany, based on the concept of integrating ideology and education within the curriculum, relies on the "dual system" and fully utilizes the roles of schools, enterprises, and society. They promote the reform of the "dual system" talent development model through multi-party collaboration and collaborative education. The United Kingdom, starting from the construction of the teaching faculty in the management major of higher education institutions, has established a multi-level ideological and political education system in human resource management courses. At the same time, they also attach great importance to students' participation in human resource

management courses and carry out ideological and political education from both the perspective of teachers and students. Through literature review, it is found that although there is rich research abroad, due to factors such as cultural background and economic development level, there are significant differences in the specific implementation of research results across countries. In domestic research, although certain progress has been made in the study of ideological and political education in human resource management courses, there are still many shortcomings. For example, most research focuses on the current status, teaching strategies, and practical experience of ideological and political education in foreign human resource management courses. The development of ideological and political education in human resource management courses in Chinese higher education institutions is still in its early stages^[3].

2. Current Status of Ideological and Political Education in Human Resource Management Courses

With the continuous advancement of the “top-rank and world-class” construction in Chinese universities, various universities have begun to explore the practical path of integrating ideological and political education into their own curriculum, actively promoting the development of “curriculum ideological and political education”. Through investigation and research, the following problems have been identified in the ideological and political education in human resource management courses at present:

Outdated teaching philosophy. In the current teaching staff of human resource management majors in universities, most teachers focus on knowledge dissemination as the main teaching objective, neglecting the comprehensive development of students. They consider human resource management as a professional course with a wide range of knowledge points, and primarily emphasize knowledge explanation. Moreover, teachers believe that students only need to master the knowledge of their major and do not need to study other courses. As a result, they mainly focus on knowledge explanation in actual teaching, neglecting the cultivation of students’ ideological and political qualities^[4].

Overreliance on a single teaching method. The teaching methods used in human resource management courses in universities mainly rely on lecturing. Teachers typically use a single lecturing approach to explain the knowledge and skills of human resource management in the classroom. This teaching method lacks interactivity and interest, making it difficult for students to deeply understand the content they are learning. Additionally, most teachers adopt a “cramming” teaching method that lacks the cultivation of students’ creative thinking.

Insufficient content in teaching materials. Due to the extensive and specialized nature of human resource management courses in universities, detailed explanations are required during teaching. However, the current teaching materials for human resource management courses lack the construction and innovation of content related to ideological and political education. Furthermore, the majority of textbook authors approach the writing from the perspective of enterprise human resource management. As human resource management differs from enterprise human resource management in certain aspects, it is necessary to incorporate some ideological and political elements into the construction of teaching materials^[5].

Simplistic assessment methods. Currently, universities primarily rely on paper-based exams for assessing students in human resource management courses. This assessment method fails to effectively reflect students’ mastery of the learned content and their ability to apply knowledge to problem-solving and other comprehensive qualities. As a result, teachers find it difficult to comprehensively understand students’ grasp of knowledge and their application skills during the teaching process.

3. Issues in Human Resource Management Courses under Integrating Ideological and Political Education into the Curriculum

Currently, there are several issues commonly found in the teaching of university human resource management courses under the concept of integrating ideological and political education into the curriculum. Outdated teaching philosophies of human resource management course instructors make it difficult to integrate ideological and political elements into the teaching content. The lack of diverse and comprehensive textbooks that incorporate ideological and political elements in human resource management courses fails to meet students' learning needs. Traditional teaching methods that rely on teacher-centered instruction are still prevalent, lacking guidance for active student learning and failing to stimulate students' interest in learning. Course assessments primarily focus on students' classroom performance, without incorporating ideological and political elements into regular grading.

It is evident that the current teaching of university human resource management courses under the concept of integrating ideological and political education faces challenges such as insufficient integration of ideological and political elements, lack of student interest, and limited teaching methods. To address these issues and enable students to acquire scientific and effective learning approaches and strategies in studying human resource management courses, a thorough analysis of the problems in university human resource management course teaching is necessary.

3.1 Lack of innovation in ideological and political education content

In the teaching of university human resource management courses, many instructors fail to prioritize ideological and political education and have limited understanding of the concept.

On one hand, for instructors in the field of human resource management, which is a relatively new discipline, there are few teachers who conduct in-depth research on the subject. Most instructors have limited awareness of the importance of ideological and political education and lack innovative teaching methods and approaches. They often rely on traditional "rote learning" approaches in incorporating ideological and political education into the curriculum, providing simple introductions and learning of ideological and political education content in course materials without delving into its intrinsic value. On the other hand, the content of human resource management course textbooks is often outdated and fails to adequately address current societal issues. Currently, there are very few textbooks on ideological and political education in human resource management courses that reflect the latest ideas and trends, highlight the characteristics of the times, and feature practical cases from current enterprise human resource management practices. Therefore, instructors in university human resource management programs need to actively develop textbooks that meet the demands of current social development, embody the characteristics of the times, and effectively integrate ideological and political education content with human resource management knowledge.

3.2 Insufficient integration of ideological and political elements by instructors

In university human resource management course teaching, instructors play a crucial role in classroom instruction, and their teaching philosophies and methods significantly impact students' learning outcomes. Currently, many instructors in human resource management courses have a limited understanding of ideological and political elements and fail to fully grasp the concept of integrating ideological and political education into their teaching.

Although human resource management instructors may discuss and analyze knowledge points related to ideological and political education in conjunction with practical case studies during the

teaching process, these knowledge points often consist of professional terminologies, theoretical knowledge, and case studies, which lack diversity. As a result, instructors mainly focus on delivering theoretical knowledge in the classroom and fail to effectively integrate ideological and political elements into their teaching. This prevents students from gaining a deep understanding of the relationship between professional knowledge and ideological and political elements, and inhibits the development of their correct values. Therefore, instructors of human resource management courses need to incorporate ideological and political elements effectively into their teaching by utilizing relevant case studies, allowing students to have a better experience of ideological and political education during their learning process.

3.3 Need for improvement in instructors' ideological and political literacy

Although most instructors in university human resource management programs possess solid theoretical foundations, the prevalent use of traditional teacher-centered teaching methods in current course instruction hampers interaction between instructors and students. This lack of interaction hinders the full utilization of instructors' guiding role in the course and results in students lacking motivation to participate in the learning process. Some instructors in human resource management courses fail to pay sufficient attention to ideological and political education content in their daily teaching due to a failure to promptly change their teaching beliefs. Consequently, instructors' ideological and political literacy remains inadequate.

In certain universities, human resource management courses emphasize the teaching of theoretical knowledge while neglecting the cultivation of students' ideological and political qualities. For example, some universities prioritize theoretical knowledge instruction over practical application, and place more emphasis on classroom lectures than out-of-class guidance.

Although some universities recognize the importance of instructors' ideological and political literacy in classroom teaching effectiveness and the cultivation of students' ideological and political qualities, the lack of mechanisms and specific measures for enhancing instructors' ideological and political literacy results in a gap between instructors' ideological and political literacy and the objectives and requirements of the courses. Therefore, to address the issues of inadequate integration of ideological and political elements and lack of student interest in university human resource management course teaching, it is necessary to strengthen mechanisms and specific measures for enhancing instructors' ideological and political literacy.

4. Specific Strategies to Improve the Teaching Effectiveness of Human Resource Management under Integrating Ideological and Political Education

Based on the analysis above, it is evident that the course of human resource management in universities has strong theoretical and comprehensive aspects, but the knowledge points are scattered, making it easy to forget during the learning process. Therefore, in teaching human resource management, university teachers should not only impart professional knowledge to students but also integrate ideological and political education with the course content, helping students establish correct values and achieve alignment between professional courses and ideological and political education. To improve the teaching effectiveness of human resource management courses in universities, teachers should change their teaching philosophy and incorporate the concept of "integrating ideological and political education" throughout the teaching process. In curriculum teaching, it is important to focus on exploring ideological and political elements and integrate them into the teaching process of human resource management courses. At the same time, considering the characteristics of the course and the needs of students, diverse teaching methods should be adopted to enable students to learn how to think, innovate, interact with

others, and handle tasks effectively.

4.1 Implement blended online and offline teaching to enhance teaching effectiveness

The blended online and offline teaching model is increasingly being applied in university course instruction. Firstly, teachers can present course content to students in different ways, such as through PowerPoint presentations, videos, and audio materials, based on the nature of the teaching content. Secondly, teachers can organize students to learn through online learning platforms and assess their learning progress through online tests. Lastly, teachers can organize activities like mock interviews or group discussions, where students can learn how to interact with others and handle tasks effectively. In addition, teachers can utilize online platforms such as WeChat public accounts and QQ groups to disseminate teaching information. Furthermore, teachers can encourage students to engage in self-study after class and assess the effectiveness of independent learning based on the content taught by the teacher. These measures can help improve teaching effectiveness.

4.2 Emphasize practical experiences to enhance students' comprehensive qualities

University teachers of human resource management courses should adopt diverse teaching methods and prioritize practical experiences to enhance students' comprehensive qualities alongside theoretical teaching. In the classroom, teachers can incorporate case studies and scenario simulations to stimulate students' interest in learning. Additionally, teachers can show videos related to enterprise management, allowing students to understand the development and management practices of businesses and the contributions of exemplary enterprises to society. Outside the classroom, teachers can lead students on company visits to understand management practices and operational processes. They can also organize students to engage in social practical activities, providing students with firsthand experiences to comprehend the principles governing society and enhancing their understanding and awareness of society. Through such processes, students not only improve their professional knowledge but also cultivate their moral and ethical values.

4.3 Establish a sound course evaluation mechanism to enhance teaching quality

Teachers of university human resource management courses should continuously innovate teaching methods and adopt a diversified evaluation mechanism. Through a diversified evaluation mechanism, students' learning outcomes and teachers' teaching quality can be comprehensively and objectively reflected. To achieve this, the assessment mechanism should be innovative, departing from the traditional single-mode assessment, and adopt a combination of "process-based assessment+ final exam" for course evaluation. This approach can increase students' initiative and motivation to learn while avoiding the issue of focusing only on knowledge transmission and neglecting the cultivation of students' moral and ethical values. Moreover, ideological and political education should be incorporated into the assessment and evaluation process. For example, including an evaluation component in the final exam that assesses students' participation in classroom discussions, group cooperation, and practical activities. Through a diversified assessment approach, students' learning outcomes can be comprehensively evaluated, and their overall abilities and moral and ethical development can be promoted.

5. Conclusion

The integration of ideological and political education into the curriculum is an inevitable trend in the teaching reform of universities in the new era. As an important discipline for cultivating talents

in human resource management, the human resource management major in universities should adhere to the fundamental task of moral education, focus on talent cultivation goals, and deeply explore the ideological and political elements within the curriculum, striving to achieve an organic integration with professional teaching. When incorporating ideological and political elements into classroom teaching, it is necessary to continuously enhance the ideological and political consciousness and professional teaching level of teachers. Efforts should be made to improve teaching content, innovate teaching methods, and strengthen the construction of the teaching staff, enabling students to master scientific and rational learning methods and cultivate outstanding talents with high comprehensive qualities and strong professional skills for the country.

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