Research on the Reform of Management Psychology Curriculum

Xu Yiling

Guangzhou Nanyang Technological Vocational College, Guangzhou, Guangdong, 510900, China

Abstract: With the rapid changes in the business environment and the rapid development of technology, modern organizations have put forward higher requirements for managers. It is extremely important to explore teaching reform strategies for management psychology courses to adapt to the needs of enterprises and students' career development. Through the analysis of existing teaching content, methods, and assessment systems, combined with the application of new teaching models, a series of specific measures for reform have been proposed. The results show that these reforms can effectively enhance students' interest and participation in learning, strengthen their practical skills and problem-solving abilities for complex problems. Finally, it is emphasized the importance of continuous tracking and feedback, and it is recommended to regularly evaluate the effectiveness of curriculum reform to ensure that teaching activities are always in line with industry trends and meet the personal growth needs of students.

1. Introduction

In the rapidly changing business environment and increasingly complex social context, modern organizations face unprecedented challenges. To address these challenges, it has become particularly important to cultivate business management talents with strong adaptability and innovation abilities. As a discipline that studies psychological phenomena and their laws at the individual, group, and organizational levels, management psychology plays a crucial role in this process. It not only helps students understand the behavioral patterns of people in the workplace, but also provides a theoretical framework for guiding effective leadership and team building. However, traditional courses and teaching methods are no longer able to meet the needs of today's education and society. Therefore, exploring new teaching models has become an urgent task to promote the improvement of teaching quality and advance students' career development.[1]

2. The Current Status of Management Psychology Courses

The traditional content and teaching methods of "management psychology" courses have gradually become limited with the advancement of technology required by enterprises for management skills. Many courses still focus on imparting theoretical knowledge and lack sufficient practical application training; At the same time, teaching methods are often relatively single, and traditional teaching models are difficult to fully stimulate students' interest and participation. The

disconnect between theory and practice results in excessive focus on imparting theoretical knowledge, a single teaching method, and insufficient interactivity and participation. The evaluation system is not sound, and students' abilities are difficult to fully reflect. In addition, the existing assessment system may not fully reflect students' true ability level and development potential. Therefore, reforming the course of "Management Psychology" has become an urgent need to promote students' improvement of teaching quality, adapt to market demand, and drive career development. The purpose of this study is to explore a more scientific, reasonable, and effective teaching model, by conducting in-depth analysis of the current curriculum status and combining the latest educational concepts and technological means at home and abroad.[2]

2.1. The disconnect between theory and practice

Currently, there is a certain disconnect between theory and practice in management psychology courses. Although management psychology courses are widely offered in universities and the textbook content is constantly updated to reflect the latest research results, in the actual teaching process, the emphasis is often on imparting theoretical knowledge, while neglecting the application of these theories to solve management problems in reality. Students may have mastered rich concepts and models, but lack sufficient opportunities to experience how to apply this knowledge in real organizational environments. In addition, with globalization, technological advancements, and increasing workplace diversity, new challenges encountered in management practice require management psychology to provide more flexible and practical solutions. However, the existing education system sometimes fails to keep up with these changes in a timely manner, resulting in a gap between what is learned and what is needed. Therefore, strengthening case analysis, practical projects, and collaborative teaching methods with the industry have become effective ways to alleviate this disconnect.[3]

2.2. Single teaching method

At present, the teaching methods of management psychology courses are relatively single, mainly relying on traditional lecture style teaching, that is, teachers unilaterally impart theoretical knowledge to students. Although this teaching method can systematically introduce the basic concepts and principles of the subject, it lacks interactivity and practicality, making it difficult to fully stimulate students' interest and participation. In addition, due to the limited use of diverse teaching methods such as case analysis, role-playing, scenario simulation, and group discussions, there are deficiencies in cultivating students' ability to apply their learned knowledge to solve complex management problems in practice. Therefore, in order to improve teaching effectiveness, it is necessary to introduce more student-centered teaching strategies that promote active learning, so that students can exercise their critical thinking and problem-solving abilities in more diverse contexts.[4]

2.3. Insufficient teacher-student interaction

At present, the phenomenon of insufficient interaction between teachers and students in management psychology courses is quite common. In the classroom, teachers often give lectures while students passively receive knowledge, lacking sufficient opportunities for communication and discussion. This one-way teaching model limits students' participation and initiative, affecting their deep understanding of theoretical knowledge and the cultivation of practical application abilities. The lack of sufficient discussion, questioning, and feedback in the classroom makes it difficult for students to deeply understand and apply what they have learned. In addition, due to the lack of

effective two-way communication channels, teachers find it difficult to timely understand and meet students' learning needs, which affects the implementation of personalized teaching. To improve this situation, it is necessary to introduce more teaching methods that promote teacher-student interaction, such as group discussions, case analysis, role-playing, etc., in order to stimulate students' interest in learning, enhance their critical thinking ability and problem-solving skills. By enhancing communication and cooperation between teachers and students, we can better meet the personalized learning needs of students and improve overall teaching effectiveness. It is the key to improving teaching quality and learning outcomes.[5]

2.4. The evaluation system is incomplete

The current evaluation system for management psychology courses has obvious imperfections, mainly reflected in the following aspects: firstly, the evaluation methods are relatively single, often overly relying on final exam scores, and neglecting the continuous tracking of performance and progress in the learning process; Secondly, there is insufficient assessment of students' practical application abilities, and the connection between theoretical knowledge and practical skills is not close enough, resulting in students having difficulty effectively applying concepts to solve real-world problems even if they have mastered them; Furthermore, there is a lack of systematic evaluation of students' soft skills such as critical thinking, innovation ability, and teamwork; Finally, the lack of personalized feedback mechanisms makes it difficult for students to receive specific guidance tailored to their individual learning situations. Under the combined effect of these factors, the existing evaluation system is unable to comprehensively and accurately measure students' comprehensive literacy and development potential. It is urgent to improve it by introducing diversified evaluation methods such as project assignments, case analysis, peer evaluation, etc.[6]

3. Reform Measures for Management Psychology Curriculum

3.1. Case study teaching method

Introducing case-based teaching method has become an effective reform measure to improve the teaching effectiveness of management psychology courses. By selecting real or simulated enterprise management scenarios as cases, students can conduct in-depth analysis and discussion of the cases under the guidance of teachers, thereby better understanding the application of theoretical knowledge in practice. This method encourages students to actively participate, cultivating their problem-solving skills, critical thinking, and teamwork abilities. Case teaching can not only help students connect abstract concepts with concrete situations, but also stimulate their learning interest, enabling them to have stronger adaptability and innovation ability when facing complex and changing management challenges. In addition, regularly updating the case library to reflect the latest industry trends and technological advancements ensures that the teaching content keeps pace with the times, further enhancing the relevance and practicality of the course.

3.2. Situational teaching, role-playing approach

The situational teaching method introduced in the reform of management psychology courses simulates specific situations in real work environments, allowing students to play different roles in realistic scenarios, thereby deepening their understanding and application of theoretical knowledge. This method not only enhances students' sense of participation and practical ability, but also helps them better master key skills such as communication, decision-making, and teamwork. Situational teaching typically involves designing complex work tasks or challenges that require students to

apply learned psychological principles to solve practical problems, with the teacher providing necessary guidance and support throughout the process. This interactive and experiential learning approach helps to stimulate students' interest in learning, enhance their critical thinking skills and problem-solving abilities, and make them more adept in their future careers.

In the reform of management psychology courses, role-playing has been introduced as an effective teaching method, enhancing students' practical application ability of theoretical knowledge by simulating different workplace roles and situations. This method requires students to be immersed in specific work scenarios, such as team conflict resolution, leadership display, or employee motivation, to experience and handle related issues in the first person. Role playing not only promotes students' profound understanding of management psychology concepts, but also effectively enhances their communication skills, emotional intelligence, and problem-solving abilities. In addition, it provides students with valuable opportunities for self-reflection, helping them explore different behavioral patterns and their consequences in a safe environment, thus better preparing them to face challenges in their future careers. Teachers can provide immediate feedback by observing students' interactive processes, further enhancing learning outcomes.

3.3. Introducing psychological tests

In the reform of management psychology courses, the introduction of psychological tests has become an important teaching tool. By using standardized psychological assessment tools such as personality tests, leadership style questionnaires, or team role preference tests, it helps students gain a deeper understanding of themselves and others. This method not only enhances students' practical application ability of psychological theories, but also promotes personal development and career planning. Psychological tests provide students with scientific data support, enabling them to better understand how to effectively communicate, motivate team members, and make decisions in different contexts based on their own characteristics. In addition, teachers can use test results to design more targeted teaching content, improve classroom interaction and student participation, thereby achieving better teaching results.

3.4. Case group discussion method

The case group discussion method adopted in the reform of management psychology courses is a teaching strategy that divides students into groups to jointly explore and analyze specific management scenario cases, and complete projects, case analysis, or research tasks together. This method encourages students to share their perspectives and collaborate to solve problems within the group, aiming to cultivate their teamwork, communication skills, and problem-solving abilities. And conduct in-depth analysis of the problems in the case based on the theories learned. Each group member has the opportunity to express their own opinions and listen to others' opinions, thereby promoting the development of critical thinking and improving communication skills. Teachers play the roles of guides and feedback providers, providing guidance frameworks and support, helping students clarify discussion goals, providing necessary background information, and summarizing key points after discussion to ensure effective translation of learning outcomes. Teachers promote effective team operation and evaluate the overall performance and individual contributions of the group. Through this interactive learning process, students can not only deepen their understanding of management psychology concepts, but also enhance their ability to apply this knowledge in practical situations to solve workplace challenges. This approach emphasizes interdependence and resource sharing among members, and requires each team to set clear goals and assign roles and responsibilities to ensure that all participants can actively participate and contribute their expertise. The case group discussion method not only helps students apply theoretical knowledge to practice,

but also promotes the development of critical thinking and enhances their mastery of social and psychological skills required in future workplace environments.[7]

3.5. Diversified evaluation criteria

In the reform of management psychology courses, the introduction of diversified evaluation criteria aims to comprehensively evaluate students' learning outcomes and ability development, no longer relying solely on traditional exam scores. This evaluation system combines various forms of assessment, such as individual assignments, group projects, case analysis reports, classroom participation, peer evaluation, and self-reflection, to comprehensively reflect students' theoretical knowledge mastery, practical application ability, teamwork spirit, and personal growth. By setting diverse evaluation indicators, teachers can more fairly measure each student's strengths and progress, and provide personalized feedback and support, thereby stimulating students' learning enthusiasm and promoting their comprehensive development. In addition, this evaluation method also encourages students to actively participate in classroom activities, cultivating their critical thinking and innovation abilities. Through the above measures, the aim is to enhance students' enthusiasm for learning while better preparing them for various challenges in their future careers. This is not only beneficial for personal development, but also for delivering more excellent management talents to society, thereby promoting the development and progress of the entire industry, and even the economy of the entire country.

4. Conclusion

This study conducts an in-depth analysis of the current status of the course "Management Psychology" and proposes a series of reform measures in combination with the development trends of current educational concepts and technologies, aiming to promote the learning experience of students with teaching effectiveness. We hope to update the course content, introduce diversified teaching methods, adopt a more comprehensive evaluation system, better adapt to the needs of modern organizations for management talents, and promote the comprehensive development of students. The research results show that these reform measures can not only significantly improve students' interest and participation in learning, but also enhance their ability to solve practical problems. Especially in practical teaching activities such as case analysis and role-playing, students can better understand the application of theoretical knowledge in practical situations, which is of great significance for the cultivation of vocational skills in the future. In addition, this study particularly emphasizes the importance of continuous improvement and feedback mechanisms. The course content and teaching methods also need to be constantly adjusted and improved with changes in the external environment. Therefore, it is recommended to establish a dynamic teaching evaluation system and regularly collect opinions and suggestions from teachers and students to ensure that the curriculum is always at the forefront and can effectively meet the needs of students and society.

References

[1] Yan Junqiu. Research on Teaching Reform of Management Psychology Course Based on Micro courses [J]. Journal of Jiangxi Electric Power Vocational and Technical College, 2023, 36 (01): 49-51

[2] Pan Shiying. Research on Teaching Reform of Management Psychology Course under the New Situation [J]. Industry and Technology Forum, 2022, 21 (08): 204-205

[3] Diao Aihua. Practical Exploration of Ideological and Political Education Reform in the Course of Management Psychology in Higher Vocational Education [J]. Zhizhi, 2022, (03): 56-58

[4] Wang Jiesuo. Analysis and Solutions to Several Issues in Teaching Management in the New Era: A Review of

Educational Management Psychology. Leadership Science, 2020, (22): 126-127

[5] Ge Aihong, Guo Tongmei. Exploration of the Construction of Applied Courses in Management Psychology [J]. Western Quality Education, 2019, 5 (13): 85-86

[6] Yao Runmei. Teaching Reform and Practice of Management Psychology Course under the New Situation [J]. Xueyuan, 2018, 11 (28): 72-73

[7] Yu Haiyan. Research on Strategies for Improving Teaching Effectiveness of Management Psychology Course Based on Micro Mode [J]. Education and Teaching Forum, 2018, (20): 198-199