Research on the Construction of Comprehensive Training System for Business Administration Majors in Colleges Based on Computer

Tingting Shan¹,*

¹College of Science, Tianjin University of Technology, Tianjin, China

*Corresponding author e-mail: stt@tjut.edu.cn

Abstract. Advanced-math course has the typical characteristics of wide concept, deep thinking, complex calculation and proof, which makes it difficult to learn. Therefore, for a long time, there have been some practical problems, such as students' low interest in learning, poor learning effect and so on. On account of this, this paper first analyses the utilization status of blended-mode of advanced-math, then studies the design of blended-mode of advanced-math on account of cyber teaching platform, and gives the design objectives and utilization strategies.

Keywords: Computer Cyber, Hybrid Teaching, Advanced-Math

1. Introduction

With the iterative progress and maturity of modern information technology represented by computer, it has obtained extensive and in-depth research and application in many fields, especially in the field of curriculum training represented by business administration, which has greatly promoted the development and promotion of related majors. At present, the application of various platforms represented by computer software in the comprehensive practical training of Business Administration Major in universities has effectively promoted the development of practical teaching of business administration. As a professional course that pays more attention to training and practice, the integration of business administration course and computer information technology and platform can provide a good carrier and platform for practical teaching, which can significantly improve the practical problems of teaching practice. The effective use of computer system in business administration majors can not only improve students' practical ability, but also stimulate students' innovative thinking and consciousness, and promote the better matching and docking of students' professional ability and social needs.
On the other hand, as one of the important teaching objectives of business administration courses, cultivating college students' professional ethics, information literacy and professional ability is of great value to promote students' professional competence and innovation literacy. With the continuous optimization of the teaching objectives of professional courses, the practical training system of business administration majors is gradually clear, especially in the practical teaching system, the cultivation of students' innovative quality and ability is constantly strengthened. However, at present, the comprehensive training system of business administration majors in most universities is not perfect, which is reflected in the following aspects: the training conditions are difficult to guarantee and the resources required for training are relatively scarce, as shown in Figure 1.

![Training System Diagram](image)

**Figure 1.** The deficiency of comprehensive training system of business administration

In addition, with the iterative development and progress of social economy, market competition is becoming increasingly fierce. In this context, business administration majors are facing more and more severe employment forms. On the one hand, enterprises put forward higher requirements for the professional ability and practical ability of business management talents; on the other hand, with the in-depth application of computer technology, enterprises pay more attention to students' information literacy. This requires the relevant universities in the process of cultivating business management professionals, pay attention to the students' theoretical ability education at the same time; strengthen the construction of professional training system, so as to promote the students' practical ability and professional application ability.

In a word, business administration majors in universities should further strengthen the promotion of practical ability, professional ability and information literacy of college students, and promote the matching and adaptability of students' innovative thinking and professional ability with social needs by building a comprehensive training system. The construction of practical teaching system for business administration majors in universities also needs to further strengthen the integration with computer information platform, so as to realize information-based teaching transaction processing and business management, and improve the business management level and practice effect of business administration majors. Therefore, it is of great practical value to carry out the research on the construction of the comprehensive training system of business administration majors in universities based on computer.

2. **Utilization status of blended-mode in Advanced-math**

2.1. **The concept of blended-mode**

With the iterative maturity and progress of computer info tech, blended-mode is gradually determined and developed [5]. The blended-mode effectively integrates the advantages of computer digitization
and cyber, so as to achieve effective inspiration and learning supervision for students. Secondly, in the teaching process of advanced-math, it should fully mobilize the subjectivity and initiative of students, which is also a typical utilization advantage of blended-mode. Blended teaching combines the advantages of classroom teaching and cyber teaching, and promotes the deepening of students' autonomous learning mode.

In addition, at the student level, the blended teaching mode has changed its cognitive and learning style; at the teacher level, it has changed the teacher's teaching mode, strategy and role. It can be seen that the mode realizes the comprehensive transformation and optimization of students' learning and teachers' teaching ideas, promotes the communication and interaction between teachers and students, and makes the teaching of advanced-math more flexible and free [6]. On the one hand, students can summarize the learning process more autonomously; on the other hand, the role of teachers has also changed from the instructor to the instructor and organizer, which has significantly improved the students' dominant position.

2.2. The present situation of advanced-math teaching

At present, the reform of advanced-math teaching mode has always been the focus of science and engineering universities. However, advanced-math has higher requirements for thinking and ability of induction, arrangement, concept expression, judgment and reasoning, which makes it difficult for college students to learn. Most of the university's advanced-math classroom teaching is still on account of the traditional single theory teaching method. In the teaching process, the students' acceptance ability, thinking ability and experience are less considered, which further reduces the students' initiative in learning advanced-math. Secondly, the teaching process of advanced mathematics has not been able to use the computer multimedia tech represented by the cyber platform reasonably and effectively, and the connection between teaching means and info tech is not close enough.

In addition, most of the students are lack of effective preview before advanced-math class; students not only have low ability of autonomous learning, but also lack of correct cognition of homework and examination, so they often deal with problems [7]. And because some teachers' educational ideas and students' learning habits are relatively old, the teaching effect of advanced-math is not ideal.

2.3. Utilization status of blended-mode in advanced-math

At present, the blended-mode of advanced-math lacks good teaching and practice atmosphere [8]. There are still some teachers who have not yet established a correct and clear understanding of the blended-mode, which leads to the poor practical effect of the blended-mode. Secondly, because the blended-mode is on account of the premise of info tech, it puts forward higher requirements for teachers' info literacy and learning software and hardware. However, in the real teaching practice, whether it is the utilization ability of teachers' info tools or the supporting situation of real info facilities, it is difficult to meet the actual needs, and it is urgent to further strengthen the condition foundation of hybrid teaching.

In addition, the existing blended-mode of advanced-math lacks effective evaluation and guidance on the teaching effect, which leads to the teaching effect, cannot effectively achieve the established goal [9]. On the one hand, it is not effective to set the teaching objectives according to the students'
individual characteristics and the actual difficulty of the subject in the teaching process; on the other hand, the details of advanced-math teaching are ignored in the teaching process, so it is difficult to understand the students' mastery of important teaching knowledge points in time, which makes the effect of blended-mode greatly reduced. Too single test mode also makes the evaluation of students' comprehensive quality of advanced-math lack of scientificity and objectivity. Because the test cannot fully consider the students' individual characteristics and actual acceptance ability, it is difficult to fully mobilize the students' learning enthusiasm.

3. Design of blended-mode of advanced-math on account of cyber teaching platform

3.1. The design goal of blended-mode of advanced-math

With the iterative expansion of computer info tech, the blended-mode of advanced-math on account of cyber teaching platform has gone through several stages of CAI, CAL and the integration of info tech and curriculum [10]. In the current integration stage of info tech and advanced-math curriculum, it should design a blended-mode with the goal of realizing students' autonomy and cooperation, so as to change the old teaching structure and mode with teachers as the main body, and realize the construction of a blended-mode with the elements of teaching goal analysis, learner demand analysis and feature analysis.

In addition, the computer cyber teaching platform integrates info tech with several elements as shown in Figure 2 below, constructs a new teaching structure, and realizes the comprehensive improvement and optimization of teaching process and teaching effect. With the help of the organic integration of various cyber teaching resources, it could realize the comprehensive informatization of teaching environment, teaching process supervision and teaching evaluation, realize the organic balance between autonomous learning and teachers' guidance, and promote the effective integration of students' dominant position and teachers' guidance position. The cyber teaching platform on account of computer provides the utilization carrier and practice way for this integration and balance.

![Figure 2. Resource elements of computer cyber teaching platform integration](image)

3.2. The framework of blended-mode of advanced-math

The construction of the blended-mode of advanced-math is mainly to realize the organic combination of teachers' guidance and students' main body, as well as the organic integration of info tech and advanced-math curriculum. The integration of these two modes is not a simple superposition, but needs to cooperate, infiltrate and promote each other. The structure of the integrated blended-mode of advanced-math under the environment of computer cyber info tech is shown in Figure 3 below.
3.3. The utilization strategy of the blended-mode of advanced-math in cyber platform

First of all, it should build a good expansion-mode environment and guide students to consciously use the cyber for self-study. Teachers should play a guiding role and use scientific teaching mode. In the process of optimizing teaching, we should give full play to the advantages of evaluation feedback. Secondly, in the design level of face-to-face teaching mode, promote the communication and integration between teachers and students. The traditional teaching methods and cyber teaching platform are effectively combined to improve the efficiency of classroom teaching. Though the integration of high-quality teaching resources, the establishment of info cyber teaching platform, to provide students with the conditions of autonomous learning, and improve the comprehensive quality of teachers' informatization and build an excellent team of teachers. Finally, in the aspects of curriculum construction, curriculum interaction and utilization effect analysis, the info elements are comprehensively used to promote the comprehensive reform of teaching environment, methods and roles.

4. Conclusion

In summary, the process of teaching innovation of advanced-math is inseparable from the utilization and promotion of computer cyber teaching platform. With the continuous maturity of info tech, the characteristics and advantages of cyber teaching platform, such as diversification, intelligence and mobility, have established the premise for the expansion of advanced-math. This paper analyzes the utilization status of the blended-mode of advanced-math through the research on the utilization status of the blended-mode of advanced-math. On account of the analysis of the design of the blended-mode of advanced-math on account of the cyber teaching platform, this paper studies the design objectives, architecture and utilization strategies of the blended-mode of advanced-math.
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