

Study on the application of Role-playing method in the teaching of Administrative Management Specialty¹

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Abstract: The introduction of role-playing method in the course teaching of administrative management is beneficial to meet the training of high-level applied talents, is conducive to meet the practical needs of administrative management teaching, and is beneficial to stimulate students' learning motivation and interest. Setting the problem situation is the basis of role-playing teaching, role assignment is the key of role-playing teaching, and discussing the performance content is the improvement of role-playing teaching.

Key words: *Role playing; Major in administrative management; Teaching*

Role-playing method originated from the study of role-playing problem by western psychologists. In the 1960s, American educators began to put role playing into practice as a teaching method in the classroom, which was recognized by students and played an effect of improving the quality of classroom teaching. This teaching method mainly refers to the teaching process in which teachers provide a classical problem situation in teaching, and let students play a role in it, and deal with various problems and contradictions according to the requirements of role behavior, so that students can gradually learn the attitude and value concepts they should uphold in the conflict of values, and develop good social behavior habits [1]. Role-playing method is beneficial to the cultivation of students' professional practice ability and the shaping of good personality traits. It is a teaching method which conforms to the development characteristics of the new era and is worth promoting.

1. The necessity of introducing role playing into the teaching of administrative management specialty

(1) To meet the needs of high-level application-oriented personnel training

In the traditional classroom teaching of administrative management major, teachers are mainly lecturing teaching, which is often in a monopoly position and students are mostly in a passive situation. In addition, it is difficult to systematize the rich theoretical knowledge of various professional courses of administrative management in a short period of time, and it is difficult for students on campus to master the relevant skills of public administration. As a result, students have poor cognition and practical ability of the major. It is necessary to find appropriate teaching methods to improve the teaching effect and enhance students' professional skills in order to build high-level applied talents suitable for the training objectives of local universities.

(2) Meet the practical needs of administrative management teaching

At present, except Peking University, Renmin University of China, Huazhong University of Science and Technology and a few other well-known universities in China have established laboratories for administrative management majors. For most local undergraduate universities offering administrative management majors, most of them lack various experimental and practical training facilities required for vocational skills training

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of students majoring in administrative management. For example, e-government training room, public administration laboratory, public policy laboratory, etc. In this way, students do not feel deeply when learning and can not really grasp the essence of the knowledge, which affects the quality of high-level applied talents training. It is imperative to change the traditional teaching method under the condition that the experimental and practical training facilities of administrative management specialty are lacking.

(3) The need to stimulate students' interest and motivation in learning

Students' interest and motivation are the premise and guarantee of classroom teaching effect. It is found that in traditional face-to-face teaching, students' learning attention is mainly focused on the 15 minutes after the beginning of class and the 5 minutes before the end of class. If the questions designed by teachers are combined with students' individual experience, they can stimulate students' interest in learning and attract their attention. According to the research of Professor Xing Lei from the Teacher Development Center of Shanghai Jiao Tong University, four factors such as "utilitarian", "sense of achievement", "curiosity" and "interest" will deeply affect students' learning motivation. Role-playing teaching allows students to play certain social roles through the setting of situational problems. In the collision between students and their role-playing behaviors, on the one hand, students' similar experience is activated in the specific situation; on the other hand, students' new feelings and experiences are generated. Students' attention, interest and emotion are driven by the situation and the classroom atmosphere is ignited. It has greatly improved the effect of classroom teaching [2]. Classroom practice has proved that role-playing teaching can make the boring class lively and wonderful, and stimulate students' interest and motivation in learning.

2. The application of Role-playing Method in the teaching of Administrative management in local undergraduate colleges

(1) Setting the problem situation: the basis of role-playing teaching

Setting up the problem situation in advance is the logical starting point and basic link of role-playing teaching. It must be noted that the set problem situation should have authenticity, typicality, suitability and conflict. If the questions can activate students' personal life experience, students will be more interested in participating in the role play. For example, under the background of popularization of higher education, employment has always been an important issue concerning students' vital interests. Take "Human Resource Management" course of administration major as an example. In the thematic teaching of "Recruitment and Employment" module of this course, according to the essence of role playing teaching, hot issues of students' job hunting and employment are introduced, so as to create the recruitment working situation and organize students to perform role playing around the recruitment task to simulate the recruitment.

(2) Role allocation: The key to role-playing teaching

In this link, the teacher should act as the main body and play the role of the director. The teacher and the student "actor" should analyze the behavior characteristics of the students who assume the role together, so as to expect the students who perform to have a perfect performance in the implementation link. The teacher should guide the students "audience" who do not participate in the scene, so that they can understand the background of the role-playing scene and the focus of the contradiction. At the same time, the teacher should put forward the observation and enlightening questions for the scene performance, so that the students can devote themselves to the scene performance of the "actors" with the spirit of exploring the problems. In order to cultivate students' good thinking quality and innovative consciousness, but also to lay a foundation for the discussion of communication.

(3) Implementation of role playing: the core of role playing teaching

Role-playing is an important part of training students' performance ability, language expression ability, interaction and cooperation ability and problem solving ability. It is also the core of role-playing teaching.

Through role-playing, student "actors" enter the inner world of the role they play to experience the role actions, conduct self-analysis on the role, and examine their own attitudes, behaviors and ideas, which is conducive to the construction of correct values and the internalization of values. It is worth noting that in the implementation process of role playing, teachers should use superb teaching skills and skilled teaching strategies to control the seemingly "out of control" classroom, and must make the "audience" understand that the focus of attention is not on the merits of students' "acting skills", but on how to deal with problems and solutions in the intense conflict environment.

(4) Discuss the performance content: the improvement of role playing teaching

As the last link, the discussion performance content is the summary and summary of students' role playing problems, which is the clarification of the problem cognition and the sublimation of the emotion. The focus of the discussion should be on the different results of different "actors" for the same case because of different understanding and understanding of different behavioral orientations. Through intensive discussion and detailed analysis of the overall content of role-playing with professional knowledge, students can not only benefit a lot from the "performance", discuss the gains and losses, and share their feelings, but also enhance their problem analysis ability, value judgment ability and decision-making ability, and promote the self-improvement of students' personality. Improve the level of students' social cognition, so as to become the bridge and bond for students to go to the society to succeed.

References

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