PROCEEDINGS ARTICLE

Study on the Teaching Reform and the Ideological and Political Construction of the Course "Advanced Applications of Business Software" for Business Administration

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ABSTRACT

As a compulsory professional course for business administration majors in colleges and universities, "Advanced Applications of Business Software" focuses on the enhancement of students' application skills of practical business software. The existing teaching reform of "Advanced Applications of Business Software" mainly deepens the exploration of the teaching mode and teaching method, and a more mature content system of curriculum ideology and politics has not been formed. How to strengthen the construction of curriculum ideology and politics of "Advanced Applications of Business Software" and fully integrate the content of curriculum ideology and politics into the course teaching is a key issue that needs to be solved in the current teaching reform of the course. In this regard, from the aspects of teaching content, teaching objectives, teaching methods, and objectives and elements of curriculum ideology and politics, etc., the course teaching reform direction is clarified and the research on the construction of curriculum ideology and politics is carried out.

ARTICLE DATA

1. INTRODUCTION

The course "Advanced Applications of Business Software" is a compulsory course for business administration majors in colleges and universities. Following the course "Computer Fundamentals for Undergraduates", this lab will further develop and enhance students' ability to apply business software proficiently to process information. The textbook chosen for this lab is written in accordance with the requirements of "Advanced Applications of MS Office" in the "Examination Syllabus for National Computer Grade Examination Level 2 - Advanced Applications of MS Office (2018 Edition)" issued by the Examination Centre of the Ministry of Education. Taking Office 2016 as operating platform and combining practical application cases, in-depth analysis and detailed explanation of the knowledge and operational skills of advanced applications of business software are carried out. This experiment will enable students to master Excel, Word, Visio and PowerPoint through task-oriented practical training, and students' abilities in corporate survey data analysis, questionnaire design and data collation, production of research reports and brochures, and corporate planning program design and report presentation is improved. Furthermore, students' proficiency in applying business automation software to process information will be cultivated. Therefore, it will lay the foundation for students to quickly adapt to the management in all aspects of society. The ultimate aim of the course is to build a bridge between the application of information technology and the theory and practice of business administration, to help students face the challenges of the information age, and to make full use of information technology to improve their competitiveness. Therefore, this course emphasizes both the improvement of computer application skills and the improvement of comprehensive qualities based on management theory, including logical thinking skills, presentation skills, creative spirit and standardized thinking habits and working styles.

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At present, the teaching reform of the course "Advanced Applications of Business Software" for business administration majors mainly focuses on several aspects such as teaching mode and teaching methods. For example, He Lin [1] carried out the design and implementation of a flipped classroom for "Advanced Applications of Business Software" based on knowledge construction theory and the SuperStar Xuexitong Platform. Xun Lei [2] designed the course teaching in terms of course objectives, teaching content, teaching process and evaluation methods according to the construction standards of "Golden Course". Xu Xian et al. [3] explored the advantages and disadvantages of different teaching modes and further defined a blended teaching mode between online and offline, and clarified the teaching methods, credit hours and assessment methods. Cao Jiajue [4] implemented a blended teaching mode under the perspective of constructivist learning theory, elaborated the design ideas, module composition and textbook characteristics of the blue ink cloud textbook, further strengthened the information-based teaching reform, and improved the teaching effect. Based on the blended teaching reform model of new "MOOC + SPOC + flipped classroom" and micro-lecture, Li Jun et al. [5,6,7,8] integrated the advantages of a variety of high-quality teaching resources and a variety of teaching methods, established an operable scientific process and a reasonable evaluation system, and achieved the teaching effect of comprehensively mastering knowledge and improving students' application ability of business software. Wang Jian et al. [9,10,11] proposed teaching reforms in teaching content, teaching methods and assessment methods to further improve the quality of classroom teaching, mobilize students' learning autonomy, improve students' learning ability and solid mastery of knowledge for the purpose of teaching, and cultivate the spirit of exploration and innovation. By building an online learning platform and creating micro-lecture, Wang Sufang [12] used project-based teaching methods to guide students' independent learning and effectively improve students' operational level and comprehensive application ability of business software. Han Chunling et al. [13] emphasized "human-computer integration and care for people" and proposed the establishment of a comprehensive and integrated seminar system integrating computer technology, decision-making technology and system engineering technology for the construction of "Advanced Applications of Business Software" to promote the scientific, systematic and sustainable development of the construction of advanced application of office software. Through literature and course teaching research, it is found that the course "Advanced Applications of Business Software" offered by higher education institutions in China has not yet formed a more mature content system of curriculum ideology and politics. And how to clarify the direction of course teaching reform and strengthen the construction of the curriculum ideology and politics of "Advanced Applications of Business Software" for business administration majors is a key problem that needs to be solved in the current teaching reform of the course.

2. DESIGN OF TEACHING CONTENT SYSTEM

The teaching content of the "Advanced Applications of Business Software" course mainly include teaching modules, such as enterprise survey data analysis, enterprise questionnaire production and data sorting, enterprise research report and publicity manual production, enterprise planning demonstration and enterprise research report. The core content of each teaching module is explained in Table 1.

3. DESIGN OF TEACHING OBJECTIVES

The teaching objectives to be achieved through this course include five main components: knowledge objectives, skill objectives, methodological objectives, competence objectives and value objectives.

3.1. Knowledge Objectives

Students are required to master the following skills: application of functions, predictive analysis of data, descriptive statistics and correlation analysis, graph drawing, filtering, querying and summarizing of data, creation and application of pivot tables and pivot charts, production of enterprise survey questionnaires, data entry and collation of questionnaires, production of research reports and brochures, editing and processing of slides and projection, design and application of slide masters, editing and processing of text, clip art and pictures, application of charts, animations and multimedia objects, etc.

Course Modules		Core Content
Enterprise survey data analysis	Data Prediction analysis	Use EXCEL software to perform function application and predictive analysis on enterprise survey data.
	Statistical analysis of data	Use EXCEL software to perform descriptive statistics and correlation analysis on the enterprise questionnaire data.
	data chart drawing	Use EXCEL software to draw different types of charts according to the analysis results of enterprise survey data.
	Data filtering, query and subtotal	Use EXCEL software to screen, query and classify the enterprise survey data.
	Pivot table and pivot chart analysis	Use EXCEL software to establish and use pivot table and pivot chart.
Enterprise questionnaire production and data collation	Questionnaire making	Use the form control of EXCEL software to make enterprise questionnaire.
	Questionnaire data entry	Use EXCEL software to input the enterprise questionnaire data.
	Editing of questionnaire data	Use EXCEL software to edit and organize the data of enterprise questionnaires.
Production of corporate research reports and brochures	Production of research reports	Use WORD software for application of section breaks, headers, footers and page numbers, use text boxes and table editing and operations, set footnotes, endnotes and table, apply hyperlinks and formula editors, and apply annotations and revisions.
		Use VISIO software to draw organizational charts and business flow charts.
	Production of brochures	Use WORD software to edit and process graphics, pictures and artistic words.
Demonstration of enterprise planning scheme	Enterprise planning program production	Use PowerPoint software to create presentation texts, edit and display slides, design masters, and edit clip art and pictures.
Enterprise research results	Production of corporate research results	Use PowerPoint software to carry out graphics drawing processing, chart drawing processing, animation and multimedia object editing processing of enterprise research results.

Table 1. Core content of the course "Advanced Applications of Business Software".

3.2. Skill Objectives

Students are required to master the basic skills: using existing data to forecast future production and sales targets of an enterprise, using existing data to analyze profit and loss of an enterprise, using graphs to analyze the current status of production management and sales of an enterprise and forecast future development targets, filtering and classifying and summarizing existing management data of an enterprise for enterprise decision making, using pivot tables and pivot charts to analyze data for enterprise decision making, designing questionnaires and collating data to achieve survey and research objectives, mastering the design and layout functions of research reports to achieve business application objectives, mastering the production of posters and brochures to achieve business promotion objectives, mastering the design and editing of slides and application techniques, and improving the ability to present and report business research results.

3.3. Methodological Objectives

Students are required to apply methodological tools, such as computer-aided functions, data prediction models, function application techniques, data analysis techniques, questionnaire design techniques, survey data processing techniques, word typographic skills, poster design and production techniques, graph and chart application techniques, slide editing and projection techniques, and integrated business software application techniques.

3.4. Competence Objectives

Students are required to develop competencies in predictive analysis, applied analysis, production decision making, leadership decision making, research and study, design and promotion, and presentation and reporting. And students will have the systematic, creative and analytical thinking required by work with business software and be able to improve the application of business software in complex and changing business environment scenarios.

3.5. Value Objectives

Students are required to gain a deep understanding of the importance of business software in the process of building socialism with Chinese characteristics, and strengthen their confidence in the road, theory, system and culture of socialism with Chinese characteristics. Meanwhile, it is suggested to cultivate students to practice socialist core values, such as patriotism, dedication, integrity, justice, and rule of law, and recognize the importance of improving the application ability of business software in market competition, the importance of data prediction and analysis in enterprise decision-making, and the importance of computer assistance in leadership decision-making. At the same time, it is necessary to cultivate students to establish a correct sense of entrepreneurship and social responsibility, consciously cultivate the professional character and behavior habits of abiding by the law, loving the job, selfless dedication, being honest and trustworthy, fair, pioneering and innovative, recognize the close relationship between auxiliary function of business software and enterprise production decision-making management, and enhance the accuracy of leadership decision-making and sense of achievement.

4. REFORM OF TEACHING METHODS

The course is taught using multimedia teaching methods. The teaching methods used include blended teaching method, theoretical teaching method, case teaching method, interactive teaching method and multimedia teaching method.

4.1. Blended Teaching Method

The main line of teaching is theoretical impartation to consolidate the theoretical foundation. With the focus on the cultivation of thinking skills and humanistic spirit, it is suggested to train students to pass on the excellent traditional culture of the Chinese nation and to practice the core socialist values. Case teaching and multimedia teaching are used as means to cultivate interest in learning. It is necessary to adhere to the teaching concept of "teaching a man fishing". Students will be guided to change from passive listeners and receivers to active thinkers and explorers, to develop artisanal spirit of love and dedication to their work.

4.2. Theoretical Teaching Method

It is suggested to reflect theoretical, systematic and universal in design and organization of experimental content and clarify the knowledge framework system of advanced applications of business software to highlight key points. During the teaching process, it is necessary to focus on linking theory to practice, combining the imparting of theoretical knowledge with rigorous hands-on operation to cultivate students' practical hands-on skills and effectively improve their office efficiency. Meanwhile, it is necessary to recognize the importance of improving application skills of business software in a competitive marketplace and the importance of data analysis in business decision-making.

4.3. Case Teaching Method

Case teaching is an important and indispensable part of advanced applications of business software, with the aim of enhancing the practical and applied nature of business software teaching, strengthening students' ability to analyze practical problems using Office and Visio software, and developing good work ethics and scientific computing thinking. It is suggested to use group experiments to cultivate students' collective concepts and sense of collaboration, and students will fully recognize themselves, work together and respect science in the learning process. That is to say, they will be inspired to serve their country with a sense of home and mission with use of science and technology.

4.4. Interactive Teaching Method

In order to give students a deep impression of business software knowledge, it is suggested to

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change the traditional passive way of teachers lecturing and students listening, and to combine the teaching method of doing classroom experiments while lecturing and interactive communication between teachers and students. And students' theoretical thinking, experimental thinking and computational thinking skills will be developed. Meanwhile, it is necessary to improve students' ability to correctly understand, analyze and solve problems, focus on the training of scientific thinking methods and the education of scientific ethics, and cultivate the spirit of a great craftsman who strives for excellence.

4.5. Multimedia Teaching Method

It is required to adopt multimedia teaching methods and increase classroom demonstration sessions to enhance the vividness of the course. Students are required to fully grasp the specific application of EXCEL, WORD, VISIO and PowerPoint for practical training, and to complete the operation of the five experiments independently on the computer using Office and VISIO software to form an experimental report. Furthermore, students must recognize the importance of computer-aided functions in leadership decision-making and the close link between business software-aided functions and enterprise production decision-making management, to enhance accuracy of leadership decision-making and sense of achievement.

5. EDUCATION OBJECTIVES AND ELEMENTS OF CURRICULUM IDEOLOGY AND POLITICS

In accordance with the "Guidelines for Ideological and Political Construction of University Courses" and in combination with the core teaching content and teaching objectives of this course, the central position of professional training of business administration major is firmly established, and the responsibility of educating people in the Advanced Applications of Business Software must be taken. It is necessary to actively connect with the ideological and political theory teachers, carry out teaching practice and problem research, actively participate in the ideological and political training of courses organized by various departments and institutions, and constantly improve the ideological and political awareness and educational ability of curriculum team teachers. Before the course, students preview the learning materials and videos released in the multi-mode teaching network platform; during the course, teachers explain modules and implement tasks; after the class, it is necessary to sublimate ideological and

political education in combination with research report. By sorting out the knowledge system of the course, the education goal of curriculum ideology and politics is clarified, and the ideological and political education of the course is organically integrated, in order to cultivate students' good professional ethics and scientific computing thinking. And students can fully understand themselves, cooperate with each other, respect science, and stimulate their national feelings and missions of serving the country with the use of science and technology.

5.1. Education Objectives of Curriculum Ideology and Politics

The "Advanced Applications of Business Software" course aims to achieve the following four objectives.

5.1.1. Road Confidence

Students are guided to correctly understand the overall trend of informatization development, fully understand the important position of informatization in the future strategy, and enhance confidence in the socialist road with Chinese characteristics. The informatization level reflects advanced productive forces of a nation. China has put forward national strategies such as "Internet +" and "made in China 2025" to promote the transformation and development of information technology. Students are required to have a deep understanding of the key role of business software technology application in promoting the cause of socialism with Chinese characteristics and the high-quality development of economy and society. Meanwhile, it is suggested to cultivate students to set lofty ideals, dare to take responsibility, commit to the national strategic layout of information, create the commanding heights of the information industry, and achieve the great rejuvenation of the Chinese nation.

5.1.2. Theoretical Confidence

Students are guided to deeply understand that the information industry has a positive effect on the upgrading and transformation of traditional industries, the optimization and adjustment of economic structure, and the transformation of development methods. Also, students should deeply understand the main content and strategic measures of the new stage, new concept and new pattern, correctly understand the characteristics of China's information industry, and earnestly enhance the sense of responsibility, urgency and mission. Meanwhile, students should fully understand the arduousness and

urgency of breaking through the core technical barriers of the information industry, establish theoretical self-confidence, understand the overall leadership of the party, and gain a competitive advantage in international development through theoretical innovation in information technology.

5.1.3. Institutional Confidence

Students are required to deeply understand the advantages of the socialist system with Chinese characteristics of "concentrating strength to do big things", firmly establish the self-confidence of the socialist system, and realize the role and significance of the national system advantages to the development of enterprises. Students are cultivated to put their confidence in revitalizing China's information industry in practice, turn their ability to apply business software technology into creative power, and continuously contribute their own energy.

5.1.4. Cultural Confidence

Students must correctly understand the responsibility and historical mission of revitalizing China's information industry. There will be no modernization without informatization, and no national security without information security. Hence, it is suggested to cultivate students to have a deep understanding of the responsibilities and historical missions of the times, defend the national security and industry information security, establish lofty aspirations and a high degree of cultural self-confidence, and improve the "independent and controllable" ability of the national information industry.

5.2. Education Elements of Curriculum Ideology and Politics

5.2.1. Value Education

Students are required to fully understand the development prospects of office automation and understand the powerful ecosystem of office automation. Under the leadership of the Communist Party of China, the state has used powerful macro-control and financial means to promote technological innovation, accelerate the rapid development of the national economy, and stimulate students' sense of identification with the core socialist values.

5.2.2. Patriotic Education

Students are guided to make it clear that the construction of a network power not only depends on network technology, but also on the support of software technology. Students should be clearer about

the training goals of professional talents, define the social value of jobs and work content in the professional field, consciously establish lofty career ideals, and integrate career development context with the national development process.

5.2.3. Moral Education

In the teaching process, the craftsman spirit is introduced to the students. The craftsman spirit is a kind of professional spirit, and it is the embodiment of professional ethics, professional ability and professional quality. Students are required to consolidate their indexes, refine their skills and abilities during their studies, and strengthen their moral education. Also, it is necessary to encourage students to learn the craftsmanship spirit, give full play to the craftsmanship spirit in their jobs, and strive for perfection to handle technical problems and other work content well.

5.2.4. Solidarity Education

Students should establish a correct view of skills in the study and practice of business software technology, strive to improve their professional skills, and be able to accept students who are not willing to cooperate. And then, they will form research groups and carry out teamwork, achieving win-win cooperation. Therefore, it is necessary to train students to improve their collaborative research and win-win abilities in the workplace.

5.2.5. Science and Technology Education

Students are required to deeply understand the organic combination of information technology and Internet technology, which can help the party building work in the new era to be carried out effectively and efficiently. Furthermore, it is suggested to cultivate students to fully understand that the "Xuexi" platform is a high-quality platform facing all party members and the whole society, which can greatly meet the diverse, autonomous and convenient learning needs of party members and the people.

Through organic integration of curriculum ideology and politics, the direct classroom effect and the indirect effect after class of the advanced applications of business software can be effectively improved. Among them, the direct results of the classroom are as follows: significantly improving the attendance rate, head-up rate and nod rate of students, having a stronger interest in the course, significantly increasing students' communication, improving students' teamwork and communication and coordination ability, and allowing students to feel the

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prosperity, democracy, civilization, harmony and scientific and technological power of the motherland. The indirect effect after class is as follows: giving students a broader vision, consciously thinking and planning for their future development, enhancing students' sense of responsibility, and cultivating students' patriotism and national pride.

6. CONCLUSION

The teaching reform of the course "Advanced Applications of Business Software" for business administration majors belongs to the problem of experimental teaching practice, which involves the improvement and perfection of many links in the experimental teaching activities. Its core is to enhance the students' decision-making thinking of enterprise management and practical application ability of business software technology. The essence of the course experimental teaching reform is to improve the experimental teaching effectiveness of teachers in the talent training of applied colleges and universities, and to train students to improve the practical application ability of business software technology. As strategic reserve talents for national development and enterprise management, students majoring in business administration should not only master the overall knowledge of advanced applications of business software, but also have the ability to practice and apply business software technology. Therefore, the teaching reform of the course "Advanced Applications of Business Software" must actively explore and practice boldly in terms of teaching content, teaching objectives, teaching methods, curriculum ideological and political goals and elements, and an experimental teaching platform suitable for this course can be developed.

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