

An Analysis on the Teaching Reform and Practice of Modern Food Enterprise Management

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Abstract: *Modern Food Enterprise Management* is a series of modern management adopted by enterprises to maximize enterprise benefit. This paper studies and explores the implementation of the Modern Food Enterprise Management course based on the food science and engineering major. Putting forward the modular teaching, introducing the latest social information and strengthening the social responsibility of food enterprises is an important means to improve the teaching content. Classroom advancing with the times focuses on introducing the theoretical and practical contents closely related to the development of enterprises. Such as a new marketing model under the interconnection of everything, family-owned enterprise management, production safety management, corporate integrity management. Innovation is constantly changing and developing, and entrepreneurs' innovation is also changing with each passing day. To make innovation activities keep up with the trend of the times and enterprises' development, entrepreneurs must constantly reform and improve themselves, so as to get promoted in the competition. The application of the teaching methods such as encouraging students to participate in entrepreneurial competition, allowing student teaching assistants to participate in classroom discussion teaching, making effective use of business and graduate feedback and improving the curriculum evaluation mode can improve the teaching method and make reflection on the new challenges for the teachers' teaching skills and the limitations of interaction between teachers and students.

Keywords: Food Science and Engineering, Modern Enterprise Management, Teaching Reform, Practice

1. Organization and Implementation Form of the Course

Modern Food Enterprise Management focuses on the basic principles and methods of modern food enterprise management [1]. It includes the establishment of a food enterprise, the fundamentals of enterprise management, modern enterprise system, strategic management, corporate culture and image design, financial management, human resource management, purchase and sales management, production and operation management, mergers and acquisitions, restructuring and liquidation of enterprises and other related contents.

As a comprehensive science that intersects with natural and social sciences, Modern Food Enterprise Management is applicable to the modern food enterprise system. It adopts modern mass production methods of food industry and engages in large-scale production and marketing activities of

the food industry. This course can train the students majoring in food science and engineering to have the initial ability in the modern food enterprise management and to be familiar with and get close to the production and management sites of food enterprises as early as possible. However, in the teaching of this course, it is difficult to practically realize the transformation of the management theoretical knowledge learned by the students into management ability and improve the management level and management performance in the management. It is also a specialized elective course for students of science and technology that is not taken seriously by them.

This paper mainly focuses on the integration and optimization of teaching contents and improvement of teaching methods of modern enterprise courses in food science and engineering, and discusses and reflects on the problems and shortcomings encountered in teaching sessions. It focuses on and proposes the integration and improvement of teaching contents, and proposes teaching methods and the

improvement initiatives that are suitable for the characteristics of the students in this major. It is expected that the continuous summary and analysis can further promote the improvement of the teaching level of this course and provide better training for students. *Modern Food Enterprise Management* is the core course of higher education of Food Science and Engineering, which has abundant ideological and political elements. The ideological and political elements in the syllabus and curriculum of the course were deeply explored and sorted out through exploring the aspects of teachers' self-improvement, curriculum reform, production safety and evaluation system, which could provide suggestions for the teaching reform of the course.

2. Content of Educational Reform

2.1. Modularization of Teaching Content and Focus on Situational Simulation

During the teaching process, lectures based on the work process and task-driven are used in teaching [2]. All teaching contents are grouped into ten modules, with the basic structure of three major parts: presentation of tasks, relevant knowledge points, and situational simulation or case study, and the explanation of relevant theoretical contents follows the situation simulation. For example, when explaining the organizational structure form of food enterprises, the teacher designed a situational simulation of entrepreneurship for college students in food science and engineering, and divided each class into five major groups to simulate different entrepreneurial tasks. They conducted food enterprise entrepreneurship market research, food enterprise business plan writing, food enterprise registration, food enterprise registration audit and establishment of food company etc. By participating in the relevant sessions, students can actually understand the numerous preferential policies introduced by the state for college students to start a business and simulate the process of establishing a business. In the process of group situation simulation, they have exercised their oral and organizational skills, thinking and self-learning abilities.

2.2. Introducing the Latest Social Information to Make Teaching Resources Contemporary

The timeliness of multimedia teaching is enriched by making full use of network resources, which are appropriately arranged with the content of each teaching module. A video clip of Yu Minhong's thoughts on the establishment of New Oriental was introduced (Learning Scenario 1), a video clip of Lee Kuan Yew's management review of Singapore was introduced (Learning Scenario 2), a video clip of Dong Mingzhu's responsibility-based management of Haier Group was introduced (Learning Scenario 3), a video clip of Ma Yun's analysis of e-commerce was introduced (Learning Scenario 4), and a video clip of Wang Jianlin's speech on planning corporate capital was introduced (Learning Scenario 6), etc. The above successful

cases have a strong sense of the times, which are close to college students' understanding of social life, with strong motivation and typicality. They can easily arouse students' empathy and recognition, so that they can understand the reasoning or ideas in them easily with the content of the teaching materials, and have realistic educational significance.

2.3. Prioritizing the Concept of Food Safety, Social Responsibility and Corporate Management

The ethics and social responsibility of modern food companies are repeatedly emphasized in the lectures, paving the way for students to develop the philosophy of food safety and service to society [3-7]. Some food business managers and practitioners have misconceptions about corporate ethics and social responsibility. And some food business personnel even believe that a business is only a profit-making organization, and that it is enough to achieve the main goal of economic value and complete the task of producing, distributing and exchanging material wealth, without linking management and production and product safety with ethics and social responsibility [8-10]. They even mistakenly believe that corporate behavior is ethically flawed and that maximizing corporate profits can be achieved by failing to perform the required social responsibilities. During the course of the lesson, students are reminded that all wealth ultimately comes back to society and that strict adherence to ethics will ultimately benefit the food business, which will yield twice the result with half the effort from the perspective of the economy and is the most basic requirement for modern food businesses. In response to China's national conditions, food business ethics is the basic requirement for the construction of the enterprise itself at present, and social responsibility is a higher level requirement for the extension of the food business to audience of the enterprise. Modern food companies have a well-developed corporate culture and philosophy that require them to maximize profits while adhering to social ethics and shouldering their responsibilities to shareholders, employees, audiences and society as a whole. Based on that concept, students are also required to pay sufficient attention to corporate social responsibility in the planning of project proposals and stimulant scenarios [11].

2.4. Classroom Advancing with the Times

Classroom advancing with the times focuses on introducing the theoretical and practical contents closely related to the development of enterprises. Through case analysis and other means, it integrates the following aspects:

- 1) A New Marketing Model under the Interconnection of Everything [12]. With a large amount of offline data being online and new data being generated, there will be a lot of data-based business model innovations that emerge. When the data is large enough to require data processing capability and efficiency, artificial intelligence can play a role. It can already be seen that

artificial intelligence is infiltrating and shaping many industries.

- 2) Family-owned Enterprise Management [13]. A family enterprise means that the capital or shares are mainly controlled by a family, and the family members are in charge of the enterprise and take up the main leadership positions of the enterprise. As a long-standing form of enterprise organization, it is quite common at home and abroad. In many countries, family-owned enterprises occupy an absolute proportion in their enterprise composition. Family-owned enterprises have always existed in large numbers both in many countries and in other countries in the world, and in absolute advantage in number.
- 3) Production Safety Management. The competent department of an enterprise is the administrative organ of the enterprise's economic and production activities. According to the principle of "managing safety while managing production", it is also responsible for the safety production management while organizing the economic and production work of its own department and industry.
- 4) Corporate Integrity Management [14, 15]. To create a clean and efficient working atmosphere, strengthen the enterprise's construction of anti-corruption and upholding integrity, constantly enhance the sense of self-discipline, improve the legal concept, and standardize the behavior of all staff.
- 5) Entrepreneur Self-management. Innovation is constantly changing and developing, and entrepreneurs' innovation is also changing with each passing day. To make innovation activities keep up with the trend of the times and enterprises' development, entrepreneurs must constantly reform and improve themselves, so as to get promoted in the competition.

Cultivation of Patriotic Feelings of the Persons Belonging to Enterprises: The person in charge of an enterprise must be patriotic, which is the inexhaustible motive force to support the sustainable development of the enterprise. Xi Jinping once told entrepreneurs to strengthen their patriotic feelings, be brave in innovation, be honest and law-abiding, assume social responsibilities and broaden their international horizons. Entrepreneurship is an idea, a culture and a quality. Entrepreneurs should have the spirit of forging ahead with determination, work hard, devotion to work, courage to take responsibility and be responsible, love the industry they are engaged in, love employees and love the society, have a strong sense of social responsibility, carry forward the fine traditions, and insist on paying equal attention to enterprise development and social responsibility. In the meantime, entrepreneurs should have unremitting pursuit and persistence in technology, quality and innovation, be rigorous and pragmatic, and strive for excellence. We must strengthen our confidence and determination to become bigger and stronger, further emancipate our minds, carry out reform and innovation, dare to go ahead and never be satisfied, and transform "manufacturing" to "creation".

3. Application of Teaching Methods and Approaches

3.1. Encouraging Students to Participate in Entrepreneurship Competitions and Promoting the Teaching of "Integration of Theory and Practice"

This course has a wide range of applications in the economic life under the conditions of the modern market economy, in order to highlight the practical teaching link of entrepreneurship and equip students with entrepreneurial and innovative consciousness. In the teaching and extra-curricular tutorial sessions, teachers encourage students to design their works with reference to the model of the Chinese University Student Entrepreneurs Real Competition, and enhance their understanding of food enterprise construction and entrepreneurship through detailed guidance on the innovation point, project basis, operation method, financial allocation and other aspects of their entrepreneurial works. Students who have more time are encouraged and supported to prepare and participate in the Chinese University Student Entrepreneurs Real Competition. During the whole process of participating in the conception, improvement and participation of the works, the course teachers conducted a rigorous and serious summary and accumulation of information. The students who won the award also had a lot of exchanges with their junior classmates outside the classroom. Those experiences and information also further aroused the students' enthusiasm for learning, and many of them were eager to start learning the course with their vision of the Challenge Cup and future entrepreneurship.

3.2. Students and Teaching Assistant Jointly Participate in Improving the "Classroom Discussion Teaching Method"

The teaching process is designed to highlight the foresight and application of the relevant teaching contents as much as possible, in order to enhance students' awareness of the management of modern food enterprises and to cultivate their basic qualities as managers of food enterprises with professional skills to meet the needs of social and economic life. For example, in the module of financial management, after the main financial management knowledge and concepts are taught, several junior students majoring in finance are hired to act as temporary teaching assistants to participate in the discussion of cases and topics to enlighten students' understanding and to better enable students to understand how they should manage financial issues. They will motivate students majoring in food science and engineering to actively participate together. Teachers, teaching assistants and students discuss together, the group gives full play to the students' initiative with specialization in knowledge and experience, and the atmosphere is more active. The improved classroom discussion method, to a certain extent, reduces the shortcomings of the discussion method in the lower grades, and avoids the shortcomings of the discussion content being too difficult or too easy for students to talk about.

3.3. Feedback from Enterprises and Graduates to Increase the Relevance of Enterprise Management

In order to make the content taught practical to improve students' awareness of Modern Food Enterprise Management and develop their ability to solve practical problems, teachers use feedback from cooperative companies and graduates as a blueprint for teaching, and carefully conceive questions that will spark students' interest in and attention to the introduction. For example, through the introduction of Pearl River Beer's manager Lin Xi, students were inspired to think about the importance of corporate public relations, using the unique beer knowledge trip established by Pearl River Beer in Zhanjiang, the "Zhanjiang Youth Science Base", as a case study, and to understand the real or potential influence of the public on the achievement of the company's goals. The lecture also includes a short interactive WeChat platform to further analyze and interpret relevant cases. In addition, the feedback from graduates is also an important part of improving the class content. Through the feedback from graduated students, many of them suggested that in order to manage the enterprise well, it is necessary to pay attention to safety production, and the first priority is to prevent safety accidents. That is, the system controls include the four elements of people, machines, environment and management to play a good role in safety awareness in production and management. The feedback is also introduced as an important part of the module teaching of production and operation management in enterprises to improve the students' awareness to the safety production and compliance with safety rules and regulations in enterprises in the future.

3.4. Emphasizing the Process and Take into Account the Hard Assessment to Improve the Course Assessment Methods

In the past, the examination mostly used the assessment method of 30% of the usual grade and 70% of the final grade. In this course of study, it gradually transitions to an assessment method that focuses on the usual process. It divides the assessment into four parts: attendance, situational simulation and participation discussion of cases inside and outside the classroom, writing of college students' business plan and closed-book assessment of basic knowledge. The division ratio of the four parts is 10% for attendance, 20% for situation simulation, 20% for discussion of cases, 30% for writing entrepreneurial plan, and 20% for closed-book assessment of basic knowledge. In the order of assessment, in addition to the attendance test that must be done before each class, it focuses on the systematic introduction of the basic theoretical knowledge of management in the chapter of "Fundamentals of Business Management". After the introduction of the basic theory, the closed-book part of the assessment is completed so that students can further expand their theoretical knowledge to case studies and situational simulations through the relevant foundation. This also

relieves students from the pressure of final revision in many subjects. The case and scenario simulations are integrated throughout the modules. Points are awarded on an item-by-item, person-by-person basis based on group and individual performance. At the end of the course, 40% of the marks for this item are accounted for. The business planning section is conducted after the course, and students spend 5 weeks in groups to complete the design process, with the instructor providing guidance to each group. At the end of the course, the instructor summarizes and tallies the total number of points. For those who wish to continue to participate or to improve their work, the instructor will assist students in forming teams for further guidance. Education desperately needs to be infused with a more human-centered philosophy. We will still try to explore the replicability of this model of innovative ability cultivation, but firmly believe that participation in innovation and entrepreneurship competitions can be an important grip to deepen the concept of innovation and entrepreneurship education.

4. Problems

4.1. New Challenges to Teachers' Knowledge Systems and Skills

Every time we complete a teaching cycle, we realize that the course demands a high level of knowledge system and teaching skills from teachers. For students majoring in food science and engineering, it is not only necessary to explain the relevant theoretical contents in the textbook, but also to make a practical and effective analysis of the relevant contents with the professional characteristics, so that students can really understand and apply them to the future enterprise management and production practice. For example, in production and operations management, the principles of the general layout of the production system of the company and the arrangement of the equipment should be combined with the quality management system and the physical, chemical and biological hazards, and with monetary resources. The students should be clear that the optimization of numerous factors is a necessary element of lean production, whether in product or finished product, production or R&D.

4.2. Limitations of Student-Teacher Interaction

In Modern Food Enterprise Management courses, there are many basic theories and cases, and the interactive process is a necessary tool to help students understand the course content effectively. However, in the actual teaching process, the mode of large-scale class teaching are adopted, with many students in a large classrooms, and there are still some contradictions between the lecture of theory and interaction within the class. Although teachers try to fully inspire and mobilize students' initiative and motivation, they have a poor understanding of the range of students involved in the interaction and the time of interaction. As a result, numerous communication opportunities are available outside the classroom, but the tutorials and interactions outside the

classroom lack the fun and identity of the collective in-class activities. The above contradictions need further coordination, reflection and improvement in the future teaching sessions.

5. Conclusion

Through the course design and practice of the above mixed teaching mode, the improvement and summary are as follows.

1. The diversity of teaching methods can meet the diversity of students' needs for courses. The mixed teaching mode, as an effective combination of in class and out of class, has realized the effective combination of teachers' teaching, students' discussion and teacher-student interaction, broken through the limitations of classroom teaching and extended learning to extracurricular activities. Through exchanges and interactions with enterprises, the connection between learned knowledge and used knowledge is increased, and the distance between theoretical learning and practical application is shortened.
2. Mixed teaching mode has solved the difficulties in traditional classroom teaching. Traditional classroom teaching has shortcomings in many aspects, including the cultivation of innovation ability, the maintenance of active learning and the development of interpersonal interaction, which can often lead to a variety of problems. In learning activities, students often face common problems such as low initiative and participation, limited class hours, low efficiency of large class teaching. It is of great significance to cultivate students' ability to solve complex problems, improve innovation and entrepreneurship, and improve their awareness of autonomous learning.
3. Teachers and students jointly form a community of learning, innovation and entrepreneurship activities, in which students play a leading role and initiative, while teachers need to cooperate with students to carry out learning and practice activities. In this special community, students and teachers share learning materials and learning experiences together. Through the establishment of "teacher-student team", students' enthusiasm and initiative to participate in learning are mobilized, and their practical adaptability is improved.

With the deepening of curriculum reform in Colleges and universities, people's educational concepts are also undergoing positive changes. After many attempts to adjust teaching methods, the conflict between curriculum reform and the pressure of exam oriented education broke out. The social reality similar to China's education is not formed overnight. The pressure of strong exam oriented education and the habitual thinking mode of schools and parents are not easy to change. Therefore, it will be a long and difficult process to realize the reform of the inherent talent training mode. Secondly, the coordination of students' active participation. Teachers tend to blindly pursue interactive teaching, which is easy to make them

deviate in practice. Many unimportant problems fill the classroom, affecting the solution of key and difficult points in teaching. The above problems need to be further considered and solved in the future curriculum reform practice.

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