

Practical Strategies of Scenario Simulation Teaching Method in Business Etiquette Teaching

Yang JIANG

Shenyang City University, Shengyang, Liaoning, China
515632612@qq.com

ABSTRACT. With the rapid development of my country's current social economy, the frequency of business activities has become more frequent. Whether business etiquette is available has gradually become a key factor for the success of the communication between the two parties in business activities. Carrying out business etiquette teaching through the scenario simulation teaching method can effectively mobilize students' enthusiasm for learning with the help of the created scenario, and at the same time realize the enhancement of students' initiative level, teacher-student communication frequency, and course teaching effect, which has a positive effect on students' comprehensive qualities. The improvement of application skills has positive significance. Based on this, the author, based on his own actual teaching experience, discussed in detail the practical significance, practical results and application strategies of using scenario simulation teaching in business etiquette teaching, hoping to provide reference for relevant teaching workers.

KEYWORDS: Business etiquette, Teaching strategy, Scenario simulation teaching method

1. Introduction

As a course of study, business etiquette has very distinctive practical characteristics. The educational goals of this course are not limited to requiring students to master basic etiquette knowledge, and more importantly, it is the practical application of students' theoretical knowledge. Ability puts forward higher requirements, which requires students to use various methods such as self-understanding, repeated exercises and practical operations to enable them to have good application skills and basic professionalism in business etiquette. The model concept that combines theory and practice of scenario simulation teaching method can effectively meet the needs of business etiquette courses, and can achieve the goal of cultivating high-quality and compound talents for students through the enhancement of students' creativity, initiative and enthusiasm. Therefore, it is particularly necessary to discuss its practical strategies.

2. The Importance of Integrating Scenario Simulation Teaching Method into Business Etiquette Teaching

2.1 Meet the Needs of Teaching Courses

Business etiquette is essentially different from other theoretical learning subjects. It has strong practical operability and various flexible forms, which determines that business etiquette skills cannot be fully mastered through the study of theoretical knowledge. Therefore, in the study of business etiquette courses, practical application is far more important than theoretical concepts. At the same time, the scope and application of business etiquette are also very broad, which also determines the teaching goal of business etiquette. It not only requires students to have the ability to fully grasp the basic concepts of business etiquette by completing theoretical knowledge learning, but also Students are required to improve their practical application level through continuous tempering and exercise in the work. The situational simulation teaching method can just meet this teaching demand.

2.2 Adapt to the Teaching Reform Situation

The practical and practical characteristics of the business etiquette courses are also compatible with the extensive implementation of teaching reforms in the field of education in our country. The business etiquette courses need to promote basic theoretical knowledge and practical knowledge in the teaching curriculum. The combination of operation and practice meets the needs of the curriculum reform for the cultivation of students' theoretical and practical literacy. Due to the complex and diverse characteristics of the basic knowledge points contained in the business etiquette course,

if the traditional single teaching method is adopted to carry out the classroom, the teaching course will be boring and the students' interest in learning will be consumed, and even lead to students Disgust in learning business etiquette. The teaching form that combines theory and practice of the scenario simulation method can promote the use of practical teaching methods to inject vitality into the teaching classroom, thereby effectively mobilizing students' learning enthusiasm.

3. The Concrete Effect of Integrating Scenario Simulation Teaching Method into Business Etiquette Teaching

3.1 Reflect the Cultivation Model of Combining Work with Learning

In the course of classroom development and teaching application of business etiquette courses, professional teaching workers generally aim to cultivate students' practical application ability and theoretical practice level as the teaching goal. On the other hand, students have the skills and process in these aspects. Familiarity also helps them integrate into the work environment more quickly when they move to work after graduation, and clear obstacles to their initial work and become more handy. The use of situational simulation teaching methods in such aspects of teaching advantages is precisely the typical embodiment of the cultivation model of the combination of work and study.

3.2 Stimulate Students' Enthusiasm for Knowledge Inquiry

In the development process of the scenario simulation teaching method, because it can simulate a wide range of hunting and diverse application scenarios, it can effectively cover the whole student when it is developed, and then guide students to experience the true meaning of the theoretical knowledge of the course and the correct application method. , In order to form a deep and comprehensive understanding. In addition, the situational simulation teaching method puts forward the requirements for all students to participate, and determines the teaching mode of different division of labor for each student, which also helps to encourage students with negative learning attitudes to participate, thereby helping This type of students establish a correct learning attitude.

3.3 Cultivate Students' Sense of Teamwork

In the practical application of the scenario simulation teaching method, the teaching mode of task assignment and division of labor cooperation is generally adopted in the group as a unit. The behavior of the group members in the daily knowledge exploration and practice process will affect the overall performance of the group and the individual members of the group. Achievement has an impact, so under this mechanism, every member of the group cannot fish in troubled waters. They must work together and clearly divide their work to carry out knowledge learning and practical exploration. Therefore, the application of scenario simulation teaching method can effectively realize the efficient communication of emotional thoughts between students and the powerful cultivation of teamwork spirit, thereby promoting the inner unity of the class. In addition, the competition between groups in the class can also stimulate students' sense of competition and innovative thinking to a large extent.

3.4 Training Students' Language Skills

The main objects of scenario simulation teaching activities are students, and the development form of activities is also mainly for teachers to guide students to complete the presentation of the entire business process through the play of different roles in the business scenarios that have completed the simulation design in advance, so that students can be in the simulation scenario Through the practical application of business etiquette, we can consolidate our theoretical knowledge of business etiquette and improve the level of practice. Therefore, in the process of organization and development of business etiquette scenario simulation activities, not only can exercise students' body language expression ability, but also can improve students' oral language expression level.

4. The Application Strategy of Integrating Scenario Simulation Teaching Method into Business Etiquette Teaching

4.1 The Teacher Assigns Tasks in Advance

The primary key to the development of business etiquette scenario simulation teaching methods is the proper and reasonable arrangement of teaching tasks for teachers. As the primary link and fundamental goal of scenario simulation

activities, teachers' assignment of tasks determines that when assigning tasks to teachers, they should not blindly assign tasks based on their own preferences, but should carry out planning and teaching work based on actual courses. The progress and student differentiation is to understand the situation, and complete the appropriate arrangement after comprehensive consideration. At the same time, whether the teaching scenario simulated by the teacher can meet the learning needs of the students, and whether the scenario design can meet the actual situation of the enterprise is also a key factor to ensure that the scenario teaching method is used by the school.

4.2 Preparing for the Simulation between Teachers and Students

Before participating in scenario simulation activities, teachers and students should prepare sufficient information such as activity background, activity form, and activity purpose. It is worth noting that in the process of data preparation, students should not wait for teachers to assign tasks for themselves to obtain data. That is, they can use their spare time to organize and summarize the data and videos of the simulated company in this activity. Real etiquette application scenarios and methods in business activities, and then combined with scenario simulation to improve their own business etiquette application level through actual exercises.

4.3 Students Complete the Classroom Presentation

After teachers and students have completed sufficient preparations in the early stage of the scenario simulation activity, different groups can carry out on-site scenario simulation demonstrations based on the content of rehearsal and preparation before class. It is worth noting that teachers need to reasonably control the time limit of each group of demonstrations in light of the actual situation such as the number of students in Yanshi. At the same time, teachers should also appropriately extend and explore the activities of the students during the demonstration activities. The profound connotation and educational significance of, so as to promote the situational simulation teaching method to achieve the greatest educational effect.

4.4 Students Conduct Mutual Evaluation

After the group presentation stage is over, the teacher will objectively evaluate the students themselves and the group they belong to through other students, which is of great significance for guiding students to recognize their own deficiencies, so as to check for deficiencies in future work and study. Mutual evaluation by students is one of the most effective ways for students to promote and supervise each other. In the process of guiding students to conduct mutual evaluation, teachers should strictly follow the teaching principles of clear teaching objectives and timely and appropriate guidance to ensure student mutual evaluation. It can fit the actual situation, guide students to adhere to the correct development direction, and then promote teacher-student mutual evaluation to achieve a good development effect.

5. Conclusion

To sum up, the situational simulation teaching method can be completed to the maximum extent in the teaching stage. It is only a passionate mobilization for the cultivation of students' independent learning ability and active exploration, so as to promote students' business etiquette level to achieve qualitative improvement in continuous application and exercise. The teaching model that combines theory and practice advocated by the scenario simulation teaching method can effectively enhance students' imagination and creativity, lay a foundation for students to quickly integrate into work after graduation, and provide a positive and good promotion for social and economic development.

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