

Multi-dimensional Integrated Practical Teaching Model of Human Resource Management Major: Evidences from Graduation Internship

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Abstract

Human resource management major is a very practical major, practice teaching of human resource management professional personnel training has important value. However, human resources practice teaching is faced with a series of problems. This paper takes the graduation internship of human resource management undergraduate major as the research object, and discusses the effectiveness and feasibility of the graduation internship practice teaching form through the comparison of students' graduation internship methods, internship expectations and results before and after graduation internship, to construct a multi-dimensional integrated practice teaching model that meets the requirements of school management, students' wishes and employers. This paper aims at a reasonable time, space, object and content organization and scientific arrangement of graduation internship, implement an "employer-schools-students" all-around vertical win-win cooperation.

Keywords

Human Resource Management; Practical Teaching; Graduation Internship; Multi-Dimensional Integrated.

1. Introduction

Practical teaching is an important way to cultivate compound and application-oriented talents, especially for the improvement of students' learning ability, thinking ability, practical ability, and professional ability (Yu Haiyan & Zhao Weifeng, 2021) [1]. Human resource management is a highly operable major, so practice teaching plays a pivotal role in the training process of human resource management professionals. According to our search in China academic literature online publishing database, we found that 11714 papers with "practical teaching" in the title were "accurately" matched; Among them, the search results of the Chinese Academic journal online publication database are 10919, but the "accurate" matching results are 21 and "fuzzy" matching results are 32 for the literature with "practical teaching of human resource management" in the title (Liu Tieming, 2010) [2]. Therefore, compared with practical teaching research, the research results of practical teaching in human resource management major are not many, accounting for about 2%. However, in the research results of human resource management, it is as high as 36.67%, nearly 40%. Liu Yongan and Lin Yangsu (2007) [3] believe that practical teaching is a teaching link set up to cooperate with theoretical teaching, strengthen the cultivation of students' ability to analyze and solve problems, and strengthen students' professional training and practical ability. Wu Xianjin (2008) [4] believes that practical teaching is a practical teaching link compared with classroom teaching, which refers to practice and experiment, etc. The essential meaning of practical teaching should be the teaching based on practice, that is, "practice--teaching--practice again", and it requires systematic arrangement from teaching links and courses. Ye Yinghong (2008) [5] believes that extracurricular practice teaching includes knowledge practice, business practice, social practice, social investigation and research, graduation internship, etc. Campus practice teaching plans to adopt various forms of practice teaching: Case teaching is widely used, human resources simulation laboratory is established for simulation teaching, professionals and entrepreneurs are regularly arranged to give special lectures, and students can participate in the "simulation competition" and other activities. Jin Yanping (2009) [6] even argued that participatory teaching and interactive teaching are also important components of practical teaching. Tang Weina and Liu Chase (2018) [7] put forward a "1+2+1" practical teaching system

based on the six modules of human resource management courses, centering on seven elements such as teachers and students, namely "social practice activity module + problem-oriented and task-oriented teaching module + human resource management experiment module". Li Nan (2019) [8] points out that the practical teaching system includes two parts: on-campus practical teaching (practice, training, professional association training, professional graduation thesis and professional scientific research activities) and off-campus practical teaching (visit and investigation, enterprise practice and professional skills competition). Wenbing Zhou and Xiaoyan Wang (2020) [9] argue that the practice teaching system for the experiment (to improve students' comprehensive quality, cultivate students' speaking ability), training (help the students be familiar with the process of the human resource management department and responsibility) and extracurricular practice, enhance students' ability to use knowledge to solve practical problems) three modules.

2. The necessity of strengthening the practical teaching of human resource management major

Just like the position of practice teaching in the whole teaching system of colleges and universities, the necessity of practical teaching of human resource management is self-evident. Practical teaching is of great significance to students, teachers and majors themselves.

2.1 Practical characteristics of human resource management

As human resource management is a very practical major, it determines the value of practice teaching for the training of human resource management professionals (Zhang Xia,2012; Chu Tianzi, 2013) [10,11]. For example, human resource management majors in the United States generally require 600-1300 hours of social practice, and have simulation exercises and internships in personnel evaluation and selection, interview, training and other links. There are various teaching forms, such as lecture, seminar, tutorial, experiment, case study, scenario simulation, project research, role-playing and so on. There are student-oriented scientific research activities, through the patient guidance of mentors, student's close cooperation, so that students' team spirit, innovative consciousness and hands-on ability are cultivated and exercised. The teaching tools used by teachers are also quite rich. Modern teaching tools such as video recorder, recorder, projector, and telecommunications networks are very common. Due to the high degree of information socialization, students majoring in human resource management can also get more internship positions and practice opportunities.

2.2 Practical teaching is helpful to improve students' understanding and cognition of professional theory

Domestic scholars have also fully discussed the necessity of practical teaching of human resource management major around the requirements of talent development, the nature of the discipline and the disadvantages of traditional teaching model. They believe that practical teaching is not only an important guarantee to improve the quality of talent training of human resource management major, but also an important platform to improve the employability of students majoring in human resource management, It is an important means to enhance the teaching effect of human resource management theory (Peng Shiyi, 2012; Tao Huiping,2017) [12,13]. Specifically, practical teaching can not only meet the employment market demand of college students, but also improve the employment competitiveness of students majoring in human resource management; And for teachers, through the practical teaching link, we can improve the teaching effect, change the single teaching method, enrich the teaching content, and means, fully mobilize the enthusiasm of students, stimulate students' interest in learning, and improve the quality of teachers.

2.3 The practical teaching of human resource management major is facing a series of problems

At present, although the academia has generally recognized the necessity of the reform of practical teaching system, there is no breakthrough in the existing attempts in both theoretical exploration and practical application. Specifically, there are four major problems in the practical teaching of human resource management major in China: the construction of professional laboratories in the school is relatively backward, the lack of training bases outside the school, the unreasonable setting of practical

teaching system, and the lack of teachers' practical operation ability. Liu Fucheng (2006) [14] believed that the problems existing in the practice teaching of human resource management major were too few practice hours, improper time arrangement, single form of practice teaching, too scattered to be conducive to guidance, and weak teaching staff for practice teaching; Zhou Yuanfu (2008) [15] thinks that the teaching concept lags behind, the design of practical teaching content is very difficult, the teachers of practical teaching are relatively weak, and the organization of practical teaching is very difficult. Gao Shu (2009) [16] summarized into three aspects: the lack of professional practice environment, lack of mature and systematic practice teaching plans, teachers' practical operation ability is insufficient. Wu Jianhua and Wu Guobin (2015) [17] believed that in the practical teaching of human resource management major, there were problems such as unreasonable curriculum system arrangement, insufficient practical quality of teachers, traditional teaching method thinking and low participation in practical teaching. WenHui (2020) [18] based on innovative entrepreneurial education background is pointed out that the problems of human resources management professional practice teaching, practice teaching attaches great importance to the insufficient (classes), the lack of high quality of professional teachers, professional knowledge and practical ability, expression ability, etc.), practice teaching, curriculum system construction lag behind (inadequate teaching resources). Therefore, there are many reasons for the weak link of practical teaching of human resource management in China, and it is difficult to make a breakthrough. Among them, three factors are very important, that is, to build a practical teaching system of human resource management, to strengthen the construction of practical teaching platform of human resource management, to take a variety of measures to improve teachers' practical ability, these are the three bottlenecks that restrict the practical teaching of human resource management major.

3. The main problems existing in the practical teaching of human resource major

At present, the construction progress of human resource management undergraduate major in different schools is inconsistent, and there are some differences in curriculum and practical teaching links among different schools. This paper puts forward the main problems in the construction of human resource management undergraduate major in Hunan Normal University based on the construction situation of the major.

3.1 Unreasonable setting of teaching practice system of human resource management major

At present, our school lacks experience in practice teaching, and has not established a complete set of perfect practice teaching systems. The practical teaching of human resource management is mainly to teach students to operate human resource management software in the laboratory, so that they cannot deeply understand the work of enterprise human resource management. Graduation internship, although there is a concentration of Changsha city talent market practice base, but their work is just daily work such as recording files, receiving, and settling down, organizing teachers to design test questions, and marking papers, some students spread the units for graduation internship, students' degrees of freedom is bigger, some students may simply not find unit for an internship. Especially, the short time, and the graduation thesis, employment arrangement at the same time, seriously affected the effect of internship.

3.2 Flawed practice teaching assessment system and incentive mechanism

The college is not clear about the assessment goals of practical teaching, and there are no special assessment standards for practice. The assessment of teachers in our school mainly focuses on teaching and scientific research. At present, under the existing assessment mode, teachers, especially young and middle-aged teachers with professional titles, are forced to focus on scientific research. Teaching is just going through the motions, not to mention spending a lot of time and energy researching how to design a practical teaching plan for the course and how to put it into practice to improve students' practical skills. In addition, in terms of the incentive mechanism, there is no additional remuneration for teachers' practical teaching, and only a little subsidy for off-campus practical teaching.

3.3 Neglected practical teaching faculty's construction

Most teachers of human resource management major in our school have rich theoretical knowledge, but because they have been engaged in teaching and scientific research for a long time, lack of working experience in enterprises, and have no experience in human resource development and management in enterprises, there is inevitably a tendency that theory is divorced from practice, which affects the effect of practical teaching to a certain extent.

Most of the teachers, from school to school and from theory to theory, have not been trained in professional skills, lack of scientific research practice, heavy teaching work, high pressure of academic and professional titles, lack of production practice, lack of practical experience, and lack of practical ability, so they are unable to guide students in practice. Many students hope that teachers can combine the practical aspects of professional classes, but many teachers cannot meet the requirements of students because they do not have practical experience, and most colleges do not pay enough attention to this problem.

3.4 Insufficient investment in practice and slow update of professional laboratory software

The teaching practice investment is seriously insufficient. According to the calculation, if each student takes part in social practice for 90 days in the four years of undergraduate study, then each student needs to spend a total of 1305 yuan (excluding teachers' salary and students' self-expenses). In fact, our school's investment of 100 yuan for students' practice funds is the internship subsidy for graduation internship. In terms of professional laboratory construction, although the comprehensive laboratory of economy and management has been built in our school, due to insufficient investment in software, the necessary software such as personnel quality assessment and human resource management for this major has not been matched and updated in time, which cannot give full play to the role of the laboratory. The lack of teaching practice investment restricts the deepening of practice teaching reform and affects the improvement of talent training quality.

3.5 Lack of off-campus practice bases

The development of practical teaching must have a certain foundation and environment, the establishment of human resources comprehensive training room, can provide students with a better learning environment, it can integrate theory and practice together, to enhance students' ability to analyze and solve problems and improve students' practical ability has a greater benefit. Although our school has established a stable practice base with Changsha City Talent Service Center, it is difficult to concentrate all the practice due to the limited capacity of the other side. Moreover, due to the characteristics of the major, the receiving unit can only accommodate 3-4 students at most at one time. Therefore, more practice bases need to be established for the practice of this major.

4. Survey of internship satisfaction of human resource management

In order to understand the practical teaching situation of human resource management undergraduate major, this topic takes the graduation internship of human resource management undergraduate major in Hunan Normal University as the research object. Select one class of students, through the graduation internship before and after the student's graduation internship method, practice expectations and results, and other aspects of the effectiveness and feasibility of graduation internship teaching form.

This survey takes 2017 undergraduate students majoring in human resource management from business School of Hunan Normal University as the subjects. A total of 62 questionnaires were collected before and 46 questionnaires were collected after the internship, and repeated questionnaires and missing questionnaires were deleted (in order to ensure the consistency of the fillers before and after the internship). Finally, 43 valid questionnaires were obtained before and after graduation internship. The average age of the respondents was 21 years old, and the gender distribution was dominated by girls, accounting for 86.05% and 13.95% respectively.

4.1 Investigation and analysis

4.1.1 About the graduation internship time

Table 1. The graduation internship time length (before internship)

Option	subtotal	ratio
Half a month to a month	1	2.33%
One to two months	15	34.88%
Two to three months	25	58.14%
Over three months	2	4.65%
More than half a year	0	0%

Table 2. The graduation internship time length (after internship)

Option	subtotal	ratio
Half a month to a month	2	4.65%
One to two months	20	46.51%
Two to three months	16	37.21%
Over three months	5	11.63%
More than half a year	0	0%

From the above chart, it can be seen that the majority of students do not want their internship to last less than one month or more than three months, no matter before or after their graduation internship. By comparing the length of graduation internship before and after graduation internship, we found that the overall length of graduation internship chosen by the students after graduation internship showed a decreasing trend.

4.1.2 Salary of the graduation internship

Table 3. The graduation internship salary (before internship)

Option	Subtotal	Ratio
1500-2000/ month	0	0%
2000-2500/ month	16	37.21%
2500-3000/ month	16	37.21%
3000-3500/ month	6	13.95%
More than 3500 / month	5	11.63%

Table 4. The graduation internship salary (after internship)

Option	Subtotal	Ratio
1500-2000/ month	0	0%
2000-2500/ month	16	37.21%
2500-3000/ month	12	27.91%
3000-3500/ month	11	25.58%
More than 3500 / month	4	9.3%

Before graduation internship, 74.42% of students think that a satisfactory internship salary needs to reach 2000-3000 RMB/month. After the graduation internship, 65.12% of the students think that a satisfactory internship salary needs to reach 2000-3000 RMB/month, and there is no big difference before and after the graduation internship regarding the satisfactory salary.

4.1.3 Understand the way of graduation internship

Before the graduation internship, 74.42% of the students hoped to get the graduation internship information from the recruitment website or introduced by friends, parents or teachers, and only 18.6% of the students hoped to be arranged by the school. After the graduation internship, 90.70% of the students found the graduation internship according to the recruitment website or introduced by friends,

parents or teachers, and only 2.33% of the students found the internship through the unified arrangement of the school or other means.

Table 5. Access to the graduation internship (before internship)

Option	Subtotal	Ratio
Friends, parents, or teachers	10	23.26%
Recruitment website	22	51.16%
Employer's official website	2	4.65%
Unified School arrangement	8	18.6%
Other ways	1	2.33%

Table 6. Access to the graduation internship (after internship)

Option	Subtotal	Ratio
Friends, parents, or teachers	16	37.21%
Recruitment website	23	53.49%
Employer's official website	2	4.65%
Unified School arrangement	1	2.33%
Other ways	1	2.33%

4.1.4 Self-cognition of graduation internship (Preparation)

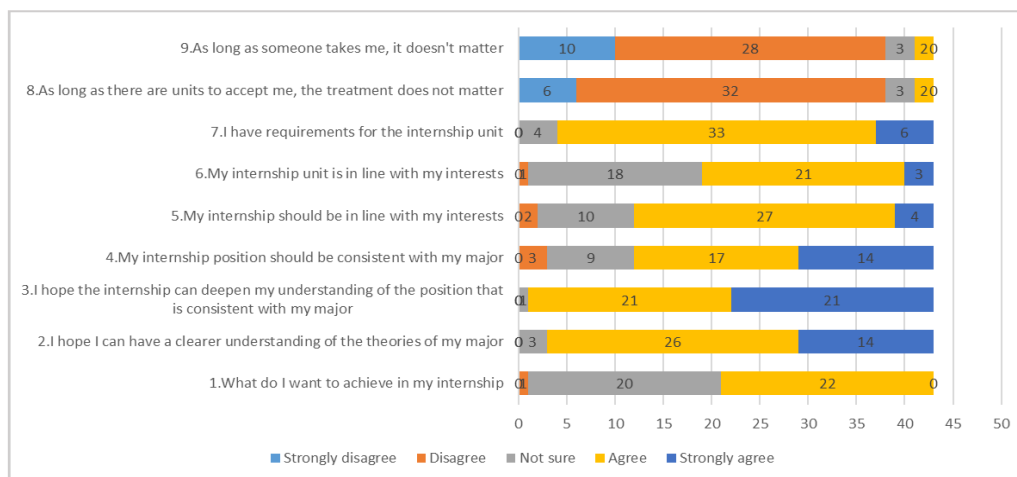


Figure 1. Self recognition (before internship)

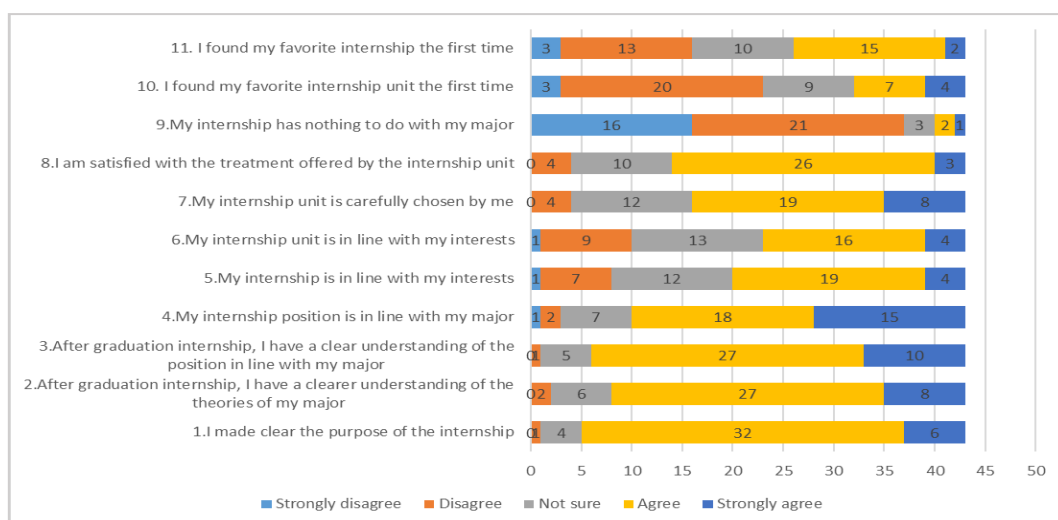


Figure 2. Self recognition (after internship)

Before the graduation internship, more than 90% of the students said they have requirements for the employer, and more than half of them hope that their future employer and position will match their interests. At the same time, more than 70% of the students hope that the internship position can match their major or the internship position can deepen their knowledge of their major.

After the graduation internship, nearly 50% of the students think that the employer or position is not in line with their interests, more than 80% of the students think that their internship positions have deepened their knowledge of their major theories, and more than 90% of the students say they have clarified the purpose of the internship, which shows that the internship has improved the students' knowledge about the goal or purpose of the internship.

4.1.5 Understanding of different internship methods

Before graduation internship, overall, students have higher expectations for concentrated practice than dispersed practice, mainly because concentrated practice is usually a special practice base of the school, which provides students with higher safety, special guidance, faster adaptation to the workplace environment, and stronger professional compatibility.

After graduation internship, students who did intensive practice said that intensive practice was better in terms of professional compatibility and student safety. After the dispersed internship, students said that the dispersed internship could enable them to face the challenges of the workplace independently, to exercise their abilities in various aspects. At the same time, the dispersed internship can consider the arrangement of study and life, which is more flexible.

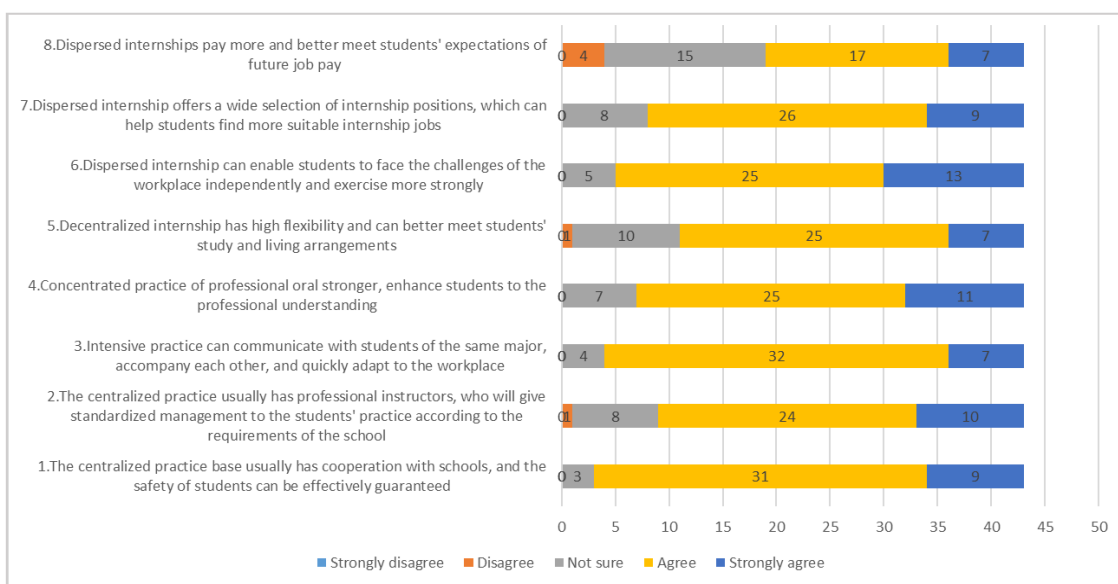


Figure 4. Understanding of different internship methods (before internship)

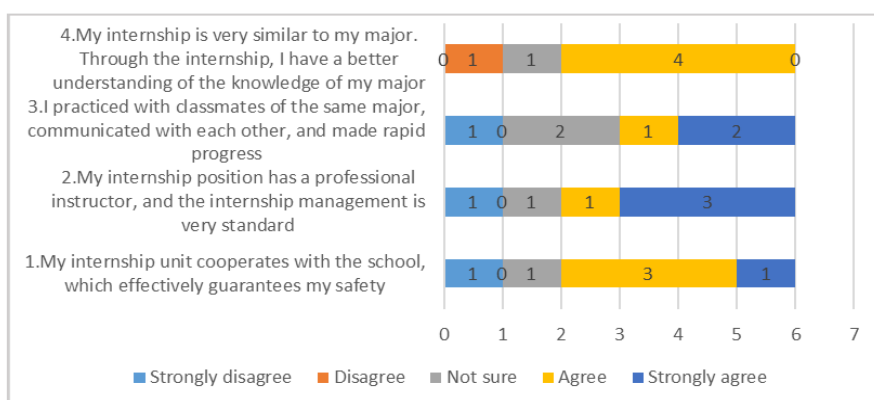


Figure 5. Understanding of concentrated practice (after internship)

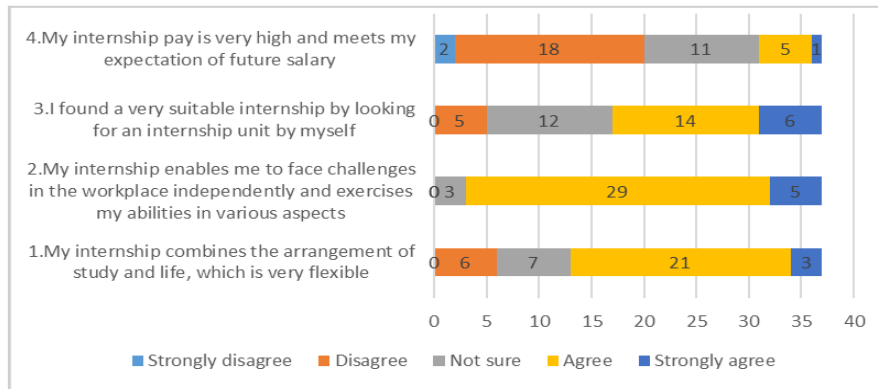


Figure 6. Understanding of dispersed practice (after internship)

4.1.6 The understanding of the graduation internship organization arrangement

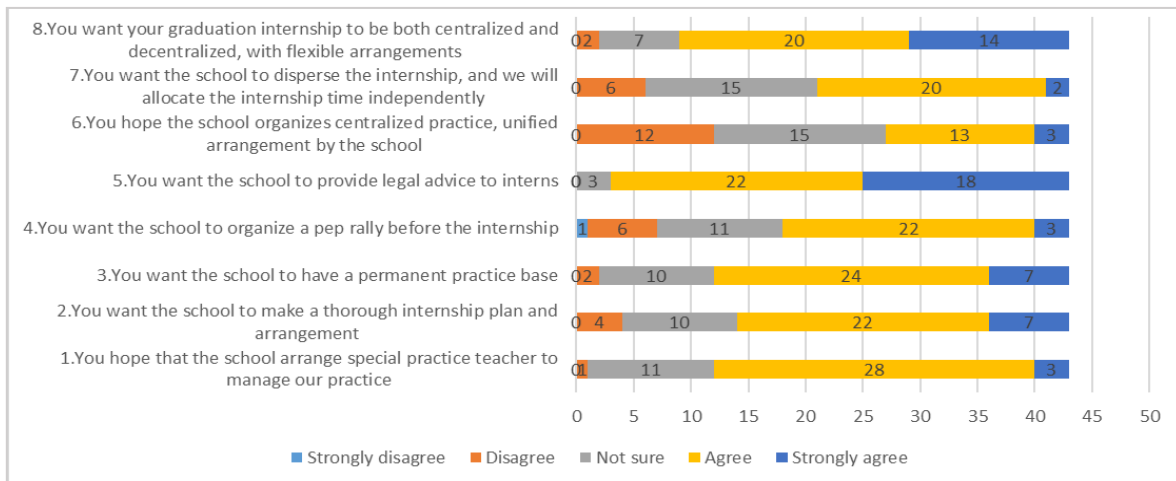


Figure 7. School level graduate internship support (before internship)

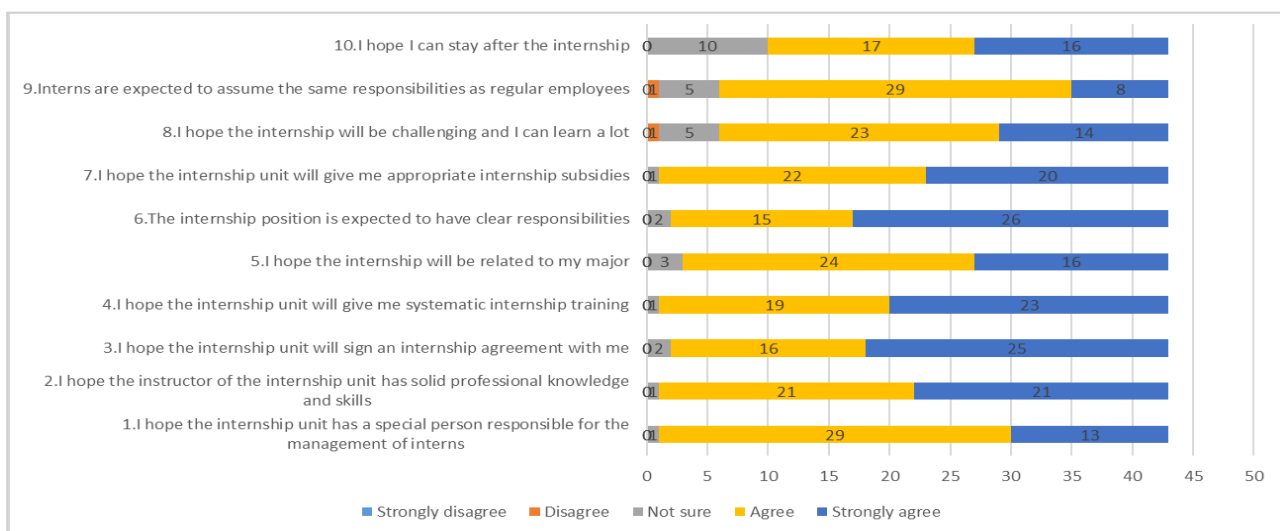


Figure 8. Employer level graduation internship support (before internship)

Before the graduation internship, most of the students expect support from the school level in terms of graduation internship, and the students expect more support from the employer than from the school level. 80% of the students expect some support from the employer.

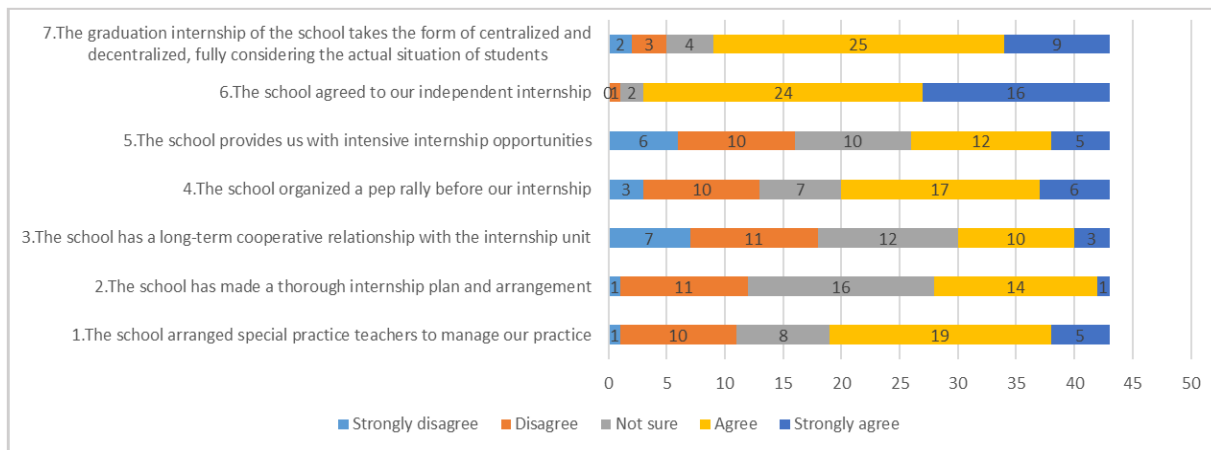


Figure 9. School level graduate internship support (after internship)

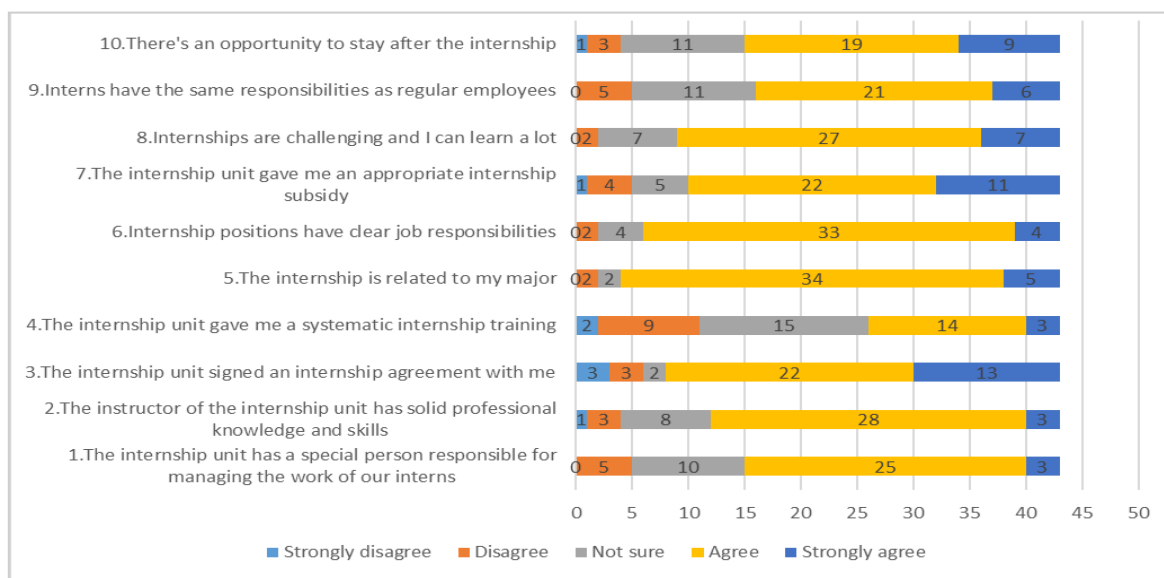


Figure 10. Employer level graduate internship support (after internship)

After the graduation internship, some students expressed uncertainty or even disagreement with the support provided at the school level. Most of the students agreed that the university should allow students to do their own internship or adopt a centralized and decentralized internship approach, taking into account the actual situation of the students. Regarding the support from the employer, students agreed that the employer could sign an internship agreement with them and give them appropriate internship subsidies, that the internship content was related to their majors, and that the internship position had clear job responsibilities, but they had different opinions on whether they would have the opportunity to stay after the internship.

4.1.7 Graduation internship effect Prediction (assessment)

Before the graduation internship, most of the students have an objective attitude towards the prediction of the effect of the internship, believing that the internship can improve their professional and technical ability, interpersonal ability, adaptability, communication and expression ability and practical operation ability, so as to prepare for entering the workplace in the future.

After the graduation internship, most of the students understood the gap between theory and practice through the internship, deepened their understanding of classroom theoretical knowledge, and improved their abilities in various aspects. Regarding whether they are satisfied with the graduation internship, nearly 1/3 of the students are not too satisfied or not sure about the graduation internship, and 2/3 of the students are satisfied with the graduation internship.

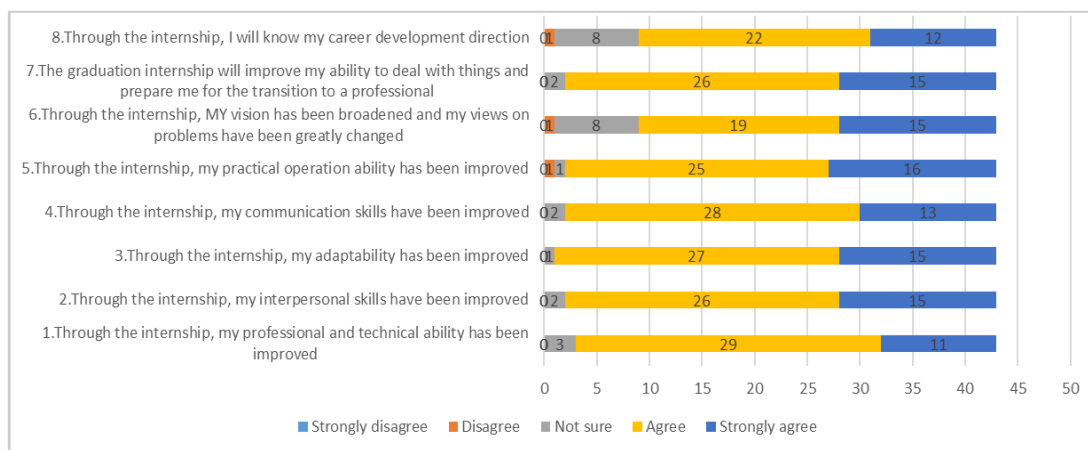


Figure 11. Internship effect prediction (before internship)

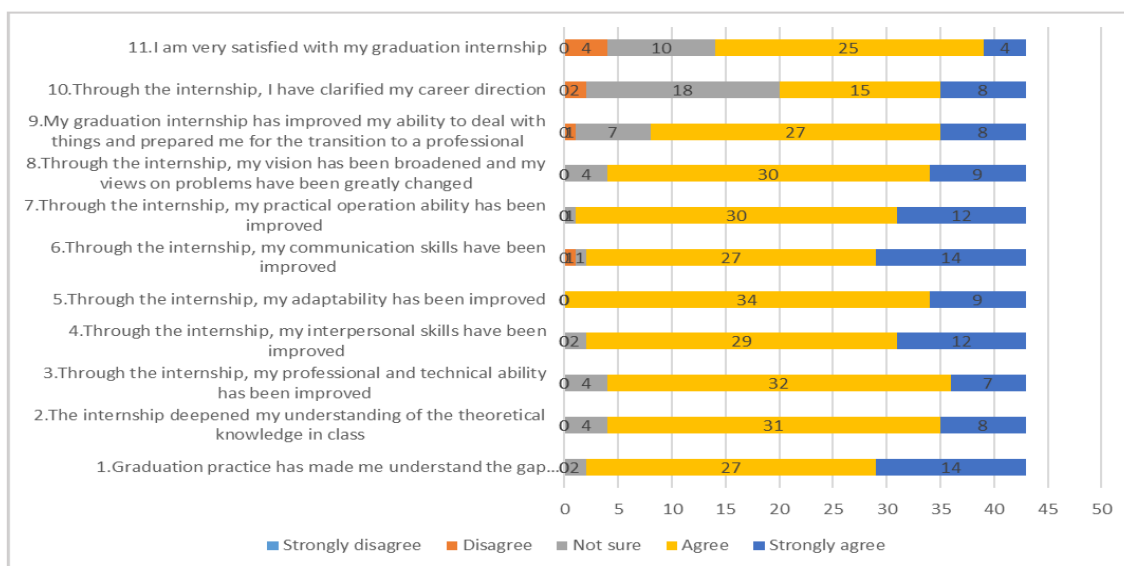


Figure 12. Internship effect evaluation (after internship)

4.2 Survey results

4.2.1 Cognitive mismatch before and after graduation internship

With the enhancement of college students' self-awareness, their attention on employment has gradually changed from ideal to reality. In addition, the lack of cognitive education on graduation internship at the school level, students often have too high expectations for the upcoming graduation internship, which is mainly manifested by high requirements on employer and internship salaries. And hope that the employer or post can match the major or self-interest. However, with the increase of social employment pressure, the demand of employers tends to be diversified. Enterprises often want to recruit experienced people instead of contemporary college students who have no practical experience and may affect the normal working procedures of enterprises. As a result, the cognition of students before and after graduation internship does not match, main show is, after graduation internship, nearly a third of the students found that, the employer was not the desired enterprise, and the employer could not provide satisfactory salary. Meanwhile, nearly half of the students thought that the employer or position was not consistent with their interests, and many of them were repetitive and routine work.

4.2.2 Centralized and decentralized internship is more popular

Overall, students have higher expectations for centralized practice than dispersed practice, which is mainly manifested in the long-term cooperation between centralized practice base and the school,

higher safety for students, special guidance for practice, faster adaptation to the workplace environment for students, and stronger professional compatibility. But due to the school for the graduation internship time is short, and with the graduation thesis, employment arrangement exists the conflict on time, and with the school of the practice base being limited by the capacity and professional characteristics, it is difficult to accept all the internship students focus on graduation internship, so most of the students hope the school graduation internship can be more flexible in form, fully consider the practical needs of different students. Comparatively speaking, dispersed internship can meet students' personalized development needs and enable them to face the challenges of the workplace independently, to exercise their abilities in various aspects. Meanwhile, dispersed internship can consider the arrangement of study and life, which is more flexible. Therefore, the school can start from the actual situation, to take the form of centralized and decentralized practice, in order to promote students' graduation internship.

4.2.3 Insufficient support for graduation internship

The school level and the employer level do not support students' graduation internship. As a result, graduates have made sufficient cognitive preparation before internship, such as solid professional knowledge, rich internship information and perfect resume, but they still cannot build up the confidence to find a good internship job. The lack of support for graduation is mainly reflected in the imperfect employment guidance and service system at the school level (no specialized intern teachers for management, no detailed internship plan for guidance, No long-term cooperation with the counterpart unit to promote employment) and the internship management work process of the employer is not sound (no special person is responsible for the management of internship work, no systematic internship training for interns, interns and regular employees do not bear the same job responsibilities, graduate interns have little chance to continue to stay). According to the survey, most students hope that the school and employer can provide support in the graduation internship, mainly reflected in the school can provide legal consulting agencies to help interns and the school can establish a fixed internship base to facilitate the internship. Employer can sign internship agreements with students, provide appropriate internship subsidies, carry out systematic internship training, internship positions can have clear job responsibilities, the employer has a person responsible for the internship work, and the employer's guidance staff has solid professional knowledge and skills.

4.2.4 Remarkable achievements of graduation internship

Graduation internship teaching is one of the important links of undergraduate practice teaching, which can help students consolidate their professional knowledge in practice, improve their ability to find, analyze and solve problems, to lay a solid foundation for fast and effective employment after graduation. According to the questionnaire survey after graduation internship, although a small number of students are not satisfied with the graduation internship, most students think that the graduation internship is very helpful to their own growth, mainly reflected in the internship allows students to fully understand the gap between theory and reality, deepen the understanding of professional theoretical knowledge in the classroom. It can effectively improve professional skills, interpersonal skills, adaptability, communication skills and practical operation skills. Meanwhile, through the internship, students also have a deeper understanding of future career choices. Therefore, it is necessary to strengthen the management of graduation internship at all levels, improve the effectiveness of students' graduation internship to a greater extent, and effectively improve the quality of talent training.

5. Construction of a new model of multi-dimensional integrated practical teaching oriented by demand

5.1 Construction principles

Principles of legal employer, internship positions matching with the major, internship content related to the major, and stable and effective internship guidance.

5.2 Construction objectives

Construct a multi-dimensional integrated practical teaching model that meets the requirements of school management, students' wishes and employers. The content and method of graduation internship should be flexibly combined in time and space, to meet the needs of employer and students (postgraduate students and employment students) to the maximum extent, promote the cooperation and cooperation of multiple practice links, and realize the multi-win situation of students, schools, and employer.

5.3 Construction of a new model of demand-oriented multi-dimensional integrated practical teaching

In terms of time, space, object and content, reasonable organization, and scientific arrangement, give full play to the role of the school as a bridge, to achieve "employer-school-students" all-around three-dimensional win-win cooperation.

5.3.1 School level

Under the requirements of unified practical teaching management, it pays attention to deepening and supplementing students' basic theoretical cognition, and then revises, expands, and innovates theoretical knowledge in practice based on enabling students to acquire knowledge, broaden their horizon, enrich, and activate students' scientific thoughts, and deepen their understanding of theoretical knowledge. Vigorously develop quality practice bases, strengthen the communication and cooperation with employer, enhance students' practical feelings and practical ideas, cultivate good public morality and responsibility consciousness, cultivate practical and realistic, serious scientific attitude and work style of assistances and perseverance, and cultivate the spirit of exploration and innovation.

Give full play to the bridge role of the school, actively seek, explore, and establish quality practice bases with different properties and different requirements, stabilize the existing quality practice bases, and constantly update and develop new quality practice bases. According to the actual situation of students graduation thesis, one's deceased father grind and employment, appropriate adjustments, practice and graduation internship time according to actual needs, the students in different hard-working in batches, by stages and units to carry out graduation internship, based on the requirement of the students, in order to meet the needs of the students for the purpose, will focus on practice and scattered practice unifies, flexible, It is possible to provide support and help on time and experience for students' graduation thesis writing, postgraduate entrance examination and employment.

5.3.2 Employer level

According to the requirements of the employer, the length, time period, major and number of students can be flexibly arranged. Taking the school as the main body, we should actively integrate the excellent practice base resources, strengthen the communication and coordination with the employer, actively sign equal and reasonable graduation internship contracts with the employer, ensure that the responsibilities of the employer are clear and specific, regularly and irregularly check the implementation of the responsibilities of the employer and the practice situation of the students, and timely find out and solve the problems, Ensure the safety and effectiveness of graduation internship.

5.3.3 Student level

According to the general school arrangement, the graduation season is a very concentrated period of graduation thesis, graduation internship, employment, postgraduate entrance examination, etc. How to deal with these relationships, in addition to the overall teaching arrangement of the school, graduates should reasonably arrange the time according to their own actual situation, and choose the appropriate time period to apply to the school, so as to facilitate the reasonable organization of the school Arrange the length and time of graduation internship, negotiate with employer in time, and put forward flexible internship, submit industrial and commercial license of employer and other relevant information, so as to ensure that the school can understand students' internship trend and content, and facilitate the unified management and internship inspection of the school.

6. Conclusion

Human resource management is a major with strong application. Practical teaching plays a decisive role in cultivating the learning ability, thinking ability, practical ability and professional ability of the students majoring in human resource management. Aiming at the main problems existing in the practice teaching of human resource management major, this paper takes the graduation internship of human resource management undergraduate major in Hunan Normal University as the research object. Through a questionnaire survey, compares the graduation internship methods, internship expectations and results of students before and after the graduation internship, and discusses the effectiveness and feasibility of the practice teaching form of graduation internship. At the same time, a new demands-oriented multi-dimensional integrated practical teaching model is constructed to provide guidance and suggestions for the practical teaching of human resource management from three aspects of schools, employer and students. Graduation internship teaching is one of the important link of undergraduate teaching practice, we should make full use of the graduation internship teaching platform, combining with the school teaching management requirements, timely to the flexible use of practice teaching means and ways, improve human resources management professional students employment ability, improve the quality of human resources management professional personnel training, so as to realize the human resources management the combination of theory teaching and practice teaching.

Acknowledgments

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