

# Optimization of new business courses in colleges and universities based on students' perspective -- A study on the phenomenon of classroom silence

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**Abstract.** At present, the phenomenon of classroom silence is widespread in domestic colleges and universities, and silence has become a prominent feature of Chinese college students. This has seriously affected the effect of classroom teaching, hindered the personal growth of students, harmed the teaching of colleges and universities, and will also hinder the process of the internationalization of higher education in China. Especially for business students who need to have "job execution ability and continuous learning capacity, proactive and goal-oriented" [1], the negative impact of classroom silence phenomenon is very prominent. Excellent business talents are an important support for China's economic development, and the optimization of new business courses and the improvement of classroom silence should be paid attention to by the education circle. Therefore, this paper is based on the perspective of students to solve the negative impact of the new business classroom silence, hoping to play a guiding role.

## 1 Background

The Outline of the 14th Five-Year Plan for National Economic and Social Development of the People's Republic of China and the Vision 2035 and The Report of the 20th National Congress of the Communist Party of China put forward further requirements for higher education work. As one of the "new four subjects" and an important part of the new liberal arts, the improvement of business education in colleges and universities is unstoppable. The most fundamental and fundamental part of education optimization is the improvement of the classroom, The curriculum is the most common and micro problem in education, and it is also the core element of talent training. [2] The existing research shows that the problem of classroom silence has become a hot issue in the teaching of domestic colleges and

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universities. However, the number of research articles on the improvement of the business classroom in China is still relatively small.

Classroom silence refers to "various silent phenomena that students produce in class."<sup>[3]</sup>At present, most of the researches are conducted from the theoretical perspective, the research subject is relatively simple, and the practical and empirical investigation and feedback are relatively few. At the same time, there is a lack of horizontal comparative studies on classroom silence in different countries and regions, especially the differences of silence among students from different Asian countries, which are generally considered to be silent. There is also a lack of detailed studies on the practical application of Chinese students' characteristics and the silence of students from different disciplines in different contexts. For example, in Lu Linhai's Classroom Silence of Chinese College Students and its generation Mechanism -- Considering the growth and adaptation of "hesitant Speakers", students are divided into four categories: silent dissociators, cheerful dissociators, cheerful dissociators, and silent participants. "Silent thinker" emphasizes the surge of thinking, which can help students get better academic results. But business students are a large group of outstanding students, and their major itself has many crucial soft power requirements: the ability to express, the ability to take risks, the ability to ask question, the ability to react quickly, the ability to communicate well, the ability to understand, and so on. Silence in the classroom has both positive and negative effects on teaching. "The conservative psychological tendency behind silent behavior is generally not conducive to the development of students' critical or innovative thinking. This, in turn, implicitly or explicitly reveals China's 'silent' educational culture, which is not conducive to the cultivation of innovative talents."<sup>[4]</sup>Its negative impact is more evident in business classes. In order to solve this problem and help optimize the construction of new business courses, we should conduct a localized and detailed study of business students and analyze their environment and behavior.

## **2 Analysis of the causes of silence in business class from the perspective of students**

### **2.1 Classroom silence caused by role conflict**

Business students are faced with the choice of obtaining a certificate, taking the postgraduate entrance examination, taking civil servant examination, and taking a job and so on. More choices mean that there are different evaluation systems and conflicting external demands, and students are at a loss under the multiple evaluation system. College students are the beneficiaries of education. They believe that education is a tool for self-realization, and they hope to achieve the purpose of social mobility through education or take higher level education as their goals. They have high expectations for the future and education. When students enter college without adequate psychological preparation, role change will lead to lower self-evaluation and future expectations, resulting in higher anxiety, resulting in role conflict. Students cannot find their own positioning, easy to breed confusion, anxiety and weariness of learning, and even produce inferiority, disgust and hostility, resulting in passive resistance class silence phenomenon, which is not conducive to the healthy and sustainable development of business majors in the long run.

### **2.2 Classroom silence caused by utilitarianism**

At present, there are some problems in business curriculum, such as theoretical curriculum, few practical courses and mere form, too much course content, insufficient class time,

relative separation between courses, repetitive boring content and so on. When today's curriculum cannot meet students' expectations for education, driven by instrumental rational psychology, students despise theoretical courses and public courses, choose to stay silent in class, skip class and cheat, and focus their energy on the "important and urgent" things in students' judgment, such as certificate examination, postgraduate entrance examination, competition and internship. In the course of business class, if classroom interaction is irrelevant or weakly related to academic performance, students may also choose to be silent.

### **2.3 Classroom silence caused by conservative thinking**

According to research, one of the main blockers of knowledge sharing in business education is teacher-centered habits, where the main expected role of students is to be absorbers of information.<sup>[5]</sup> Although the concept of new business has been put forward for five years, some college teachers still teach in the traditional way step by step, and do not pay attention to the improvement of teaching quality. Some students also stick to the role of passive acceptance of knowledge formed in the compulsory education stage and senior high school stage, lacking the exercise of expression ability, understanding ability and innovative thinking. As a result of these two conditions, students cannot grow into outstanding business talents needed by society. Secondly, Chinese students have a conservative mindset that habitually puts off solving problems. Chinese students are often afraid of losing face, lack of courage, lack of adventure, and do not want to take the initiative.

## **3 Optimize suggestions**

### **3.1 Break the confusion of students and optimize the curriculum**

To solve this problem, on the one hand, colleges and universities should take the initiative to break the information barriers of business students, provide data for business students to cultivate confidence, help business students understand their shortcomings and set goals. At the beginning of determining the education and training program and curriculum, apart from analyzing the data of previous years and actively hiring experts, students should also be allowed to participate in a small part of the curriculum optimization and listen to the voices of students. Methods such as setting up special groups of students or conducting willingness surveys can be used to improve the understanding of students' opinions, and at the same time, it can promote students' understanding of the training program and curriculum. Strengthen students' confidence in the profession and industry of economic management. On the other hand, the business curriculum of applied universities should be employment-oriented, pay attention to the trend of national policy and social demand when designing courses, grasp the update and proportion of general basic courses, professional core courses, professional expansion courses and professional basic courses, and add courses to cultivate the soft strength of business students. Promote the integration of "competition, textual research, classroom, internship and mass creation", and adhere to the training goal of innovative, applied and skilled business talents.

### **3.2 Adapt to the requirements of students and optimize the course content**

The teachers of new business major should pay attention to stimulating the endogenous motivation of students when teaching. Teachers should design the teaching content in the

following aspects and strive to create "golden lessons" : First, break the discipline barriers, cultivate students' interdisciplinary ability, and reduce content repetition and class time waste; Second, they should give lectures with a specific aim, pay attention to pre-class review, guide students to pre-class review, teach subsidiary content to students for after-class study, and present simple key content in the form of right or wrong selection, so as to free up time for the interaction of key thinking problems in class. Third, teachers can choose the case analysis close to the social reality, pay attention to the actual situation of students, encourage students to use the existing online resources to solve problems, and cultivate students' practical ability and inquiry habit. Business courses should strengthen the connection between classroom speech and academic performance points, and encourage students to interact with hard indicators. Fourth, the repetition of boring course content should be minimized.

### **3.3 Change the concept of teachers and students and optimize the form of interaction**

The curriculum model of the new business course should follow the student-oriented theory, mobilize the enthusiasm of students, which requires teachers to have a high level of teaching and professional degree. Chinese teachers should not ignore, despise or misunderstand it. Moreover, Chinese business teachers should understand students' silence in class and break it appropriately. They should not only pay attention to students' feedback on the course content and teaching mode, but also pay attention to the guiding role of broadening students' horizon and establishing the correct three perspectives. Students should also correct their self-positioning, establish a correct learning concept and the concept of respecting teachers and respecting the way, shall not underestimate the theoretical education, and seize every opportunity. Teachers should change the idea of "emphasizing scientific research over teaching", strive to improve their professional level, pay attention to the dynamic changes of students, and constantly improve the teaching mode. After class, teachers should also receive feedback from students in time. They can judge the effect of knowledge transfer by checking course notes, completing homework and asking questions from students. Universities can also use big data to build cloud platforms that adapt to the characteristics of Chinese students and the business curriculum of Chinese universities." The development of digital literacy skills among students new to the online mode of learning was one of the main benefits identified in this study. This suggests that online learning gives students the confidence needed to fit into the digital workplace."<sup>[6]</sup>

## **4 Conclusions and prospects**

The classroom optimization of new business education is not an easy task, and the negative impact of classroom silence lasts for many years. The improvement requires concerted efforts from top to bottom of colleges and universities, which should not be superficial and mere form. It is necessary to adhere to innovation, keep the rich experience and knowledge accumulated by the traditional business for many years, and implement the "new" into the classroom, students and teachers. On the basis of predecessors, this paper studies the classroom silence of business students in domestic colleges and universities, and makes suggestions based on the perspective of students, hoping to provide some theoretical help for the teaching and learning of new business at the front line.

Study on Building a healthy Shenzhen in the context of "Building a Guangdong-Hong Kong-Macao Greater Bay Area" and "Supporting Shenzhen in Building a pilot Demonstration Zone of Socialism with Chinese Characteristics" under the Philosophy and Social Sciences Planning Project

of Guangdong Province in 2021, Project number:GD21SQGL01; Under the background of technical innovation, studies the influence of culture and tourism industry integration mechanism under the Social Science Project of Guangdong Provincial Department of Education in 2022, Project number:2022WTSCX037.

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