

Research on the Mutual Aid Effect of Business Negotiation Teaching in University Courses

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Abstract: Business negotiation teaching can combine theory and practice closely. The form and content of business negotiation need to have the characteristics of a wide range of knowledge, practicality and systematicness. By integrating negotiation teaching into the study of college courses, it can enhance the active atmosphere in the classroom, enhance the interaction between students and teachers, and between teachers, so that students can enhance their language expression ability and thinking logic ability through this form, and improve their adaptability by learning business negotiation strategies and the ability to use and negotiate skills.

Keywords: Business negotiation, Teaching, University courses, Mutual aid.

1. The Positive Role of Business Negotiation Teaching in University Courses

Business negotiation is a comprehensive subject integrating marketing, international trade, psychology, law and other disciplines. Everyone's daily study, work, life and entertainment are always inseparable from negotiations. Negotiation is the basic ability requirement of our life and communication. But most students are not aware of the negotiating component of their behavior. How to enable students to use negotiation in their daily behavior, see progress from every successful negotiation, build up their learning confidence, and apply knowledge and negotiation skills in business negotiation are the keys to integrating business negotiation into college courses and promoting mutual assistance. Students can master a lot of professional negotiation knowledge, but also improve the cultivation of personal professional ability, through a variety of teaching methods to achieve the process of business negotiation, in order to improve students' ability to analyze and solve problems, to achieve the combination of theory and practice. At the same time, encouraging students to develop thinking, improve independent learning ability, improve the overall quality also has a certain positive effect. This method is a teaching method that uses specific activity scenes or provides learning resources to stimulate students' interest in active learning, improve learning efficiency and enhance learning atmosphere. In the teaching of business negotiation, teachers should skillfully integrate the teaching content of each chapter, create classroom business scenarios and arrange simulation tasks by integrating teaching materials, such as the layout of the venue, the rehearsal of receiving guests and signing contracts, as well as the requirements of students' dress, so that students can fully integrate into the negotiation situation.

2. Business Negotiation Teaching in The Classroom Interactive Form.

Teachers use pre-designed multimedia courseware to explain the key and difficult points in class. This can ensure that students can quickly and effectively grasp the focus of the course and the overall knowledge structure. The design of

multimedia courseware should have the characteristics of graphic combination, concise and comprehensive, avoid the use of narrative text in the whole text, and actively cultivate students' interactive ability, emphasizing active learning and use. Before the start of the business negotiation course, the teacher uploaded the general idea of the course design and the specific learning units and tasks corresponding to each module to the online teaching platform, and briefly described the knowledge objectives, ability objectives, online learning tasks, and reference materials, so as to create a good learning environment for students before class. In classroom teaching, teachers can design some questions that can give full play to students' creative thinking according to classroom tasks and current hot topics. Classroom discussion can be a continuation and deepening of online discussion, or it can be a new topic that students are interested in. Team members demonstrate team spirit through negotiation simulations, case discussions and presentations. In-depth communication and discussion can effectively improve the communication and cooperation ability among team members. Group cooperative learning should not only be reflected in classroom learning, but also go deep into all aspects of students' pre-class learning, so that students can experience the benefits of group cooperation in different learning environments.

3. The Mutual Assistance Method of Practical Teaching of Business Negotiation

Although the level and manner of needs of each student is different, after basic needs are met, students expect to be recognized by society and those around them. It is important to create a free, positive atmosphere so that students can express themselves freely. At the same time, through the establishment of psychological compatibility, mutual respect, equality and friendship between teachers and students, a harmonious and happy learning atmosphere will be displayed in the process of teacher-student communication, so as to maximize the effect of education and teaching. When students realize that what they learn is useful, they will have a strong desire to learn and actively participate in the learning process. In the process of learning, students not only want to learn the knowledge in books, but also want to know more related

knowledge. Therefore, when providing relevant auxiliary materials, teachers should inspire students to learn to think about different solutions to a problem, divide students into groups with the help of discussion teaching method, and let them play different roles, which will enable students to break out of the rigid thinking limitation and constantly innovate.

In order to enable students to better grasp the whole process of business negotiation, the setting of simulated negotiation background should be designed according to students' professional characteristics and specific teaching links, such as setting business negotiation activities such as trade procurement for business students. It is also possible to set the theme and scene of simulated negotiation according to the starting point and different links of international business negotiation, so that students can have targeted training according to different backgrounds and stages of international business negotiation, and master negotiation strategies and skills. In order to let students master the content of simulated negotiation, the background materials prepared by teachers for students before simulated negotiation should be as full and practical as possible, so that students can easily grasp the background of the entire negotiation. At the same time, in the process of negotiation, teachers should guide students to effectively use the given negotiation background materials and encourage students to collect and analyze negotiation data by themselves.

In the teaching process, the proportion of theoretical part, case study and simulated negotiation is appropriately adjusted, the teaching of some conceptual knowledge is simplified, and the proportion of business negotiation strategies, skills, etiquette and culture is strengthened. By explaining more cases, the emphasis is placed on improving the classroom teaching effect and promoting classroom absorption. This multi-pronged interactive teaching method has changed the traditional passive teaching and aroused everyone's enthusiasm through case analysis. Students are free to express their opinions and discuss together.

The flexible use of the above teaching methods has greatly improved the students' interest in learning. Students not only master a lot of professional negotiation knowledge, but also through the implementation of various teaching methods in business negotiation courses, pay attention to the cultivation of professional ability, so as to improve students' ability to analyze and solve problems, and realize the combination of theory and practice. At the same time, students are encouraged to develop their thinking and improve their independent learning ability so as to improve their comprehensive quality.

4. Conclusion

The teaching environment is an important factor that affects the teaching effect of the course. First of all, it is suggested to prepare better materials related to international business negotiation for students to read, so as to improve students' comprehensive and in-depth grasp of relevant theoretical knowledge. It includes personal speech stage, the application of etiquette in formal negotiations, the way of thinking, the mastery and application of knowledge in related fields, and the appropriate use of strategies in the negotiation process. In the process of evaluation, teachers should give priority to positive encouragement and affirmation, especially for introverted students, serious and positive students, students with clear thinking and students with accurate language expression. For students whose performance is not good enough, teachers should gently guide, pay attention to inspiration, and avoid discouraging students' enthusiasm for learning and participation. Give full play to the role of hypertext teaching resources. Open the subject resource project on the website, list the index and catalogue of special materials, and provide students with various reference materials for learning; Improve the use efficiency of multimedia network classroom, and actively use modern teaching methods to carry out teaching activities in order to improve the mutual help of business negotiation teaching in the course of college teaching.

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