

Discussion on the Curriculum Reform of Marketing Major in Vocational Colleges

Jiamin Zhang

Anhui University of Finance and Economics, Bengbu, China

Abstract

The purpose of vocational education is to cultivate socialist builders who have both practical application ability and certain cultural literacy and professional knowledge and skills, with particular emphasis on the training of practical skills and practical work ability. However, in the current teaching of marketing courses in many vocational colleges, it is generally inclined to overemphasize theoretical knowledge, which is similar to the "flood irrigation" method, and does not provide sufficient and supporting practical courses and professional counterpart internships. In view of the current situation that the curriculum of marketing major in vocational colleges does not adapt to social development and the actual talent needs of enterprises, combined with the objectives of vocational education and the actual teaching conditions of the school, this paper explores the reform path of marketing curriculum, aiming to realize the deep integration of theoretical courses and practical courses, and form a benign production and learning chain.

Keywords

Vocational Education; Vocational Colleges; Marketing Management; Curriculum Reform.

1. Introduction

With the continuous deepening and expansion of the market economy, the importance of marketing in enterprises is increasingly prominent, and its proportion is also becoming larger and larger. Enterprises have shifted from demand for marketing professional talent in terms of quantity to demand for professional skills. This change not only brings great development opportunities to vocational colleges' marketing majors, but also poses challenges to the course teaching of marketing majors in vocational colleges. Based on the problems exposed in marketing course teaching, this paper aims to explore a suitable course reform path for vocational colleges' marketing majors by focusing on the talent demand points of enterprises.

2. Analysis of Current Problems in Marketing Course at Vocational Colleges

In order to understand and analyze the current problems in marketing course teaching at vocational colleges and provide accurate and practical basis for curriculum teaching reform, I conducted relevant interviews and surveys on vocational colleges in our city that offer marketing-related courses. The results are as follows:

(1) The structure of the curriculum is unbalanced, and the construction of the curriculum system is arbitrary.

Theoretical courses and practical courses are both types of courses that are indispensable in the professional curriculum system of vocational colleges. Of these, the main goal of theoretical courses is to teach students professional theoretical knowledge and lay a solid theoretical foundation for them. Practical courses, on the other hand, are mainly aimed at cultivating professional abilities that meet the requirements of enterprise marketing personnel. Both types

of courses complement each other. However, according to the professional teaching plans of many vocational colleges, the proportion of theoretical courses accounts for 70% of the professional courses, while the proportion of practical courses only accounts for 30%. In addition, almost all public courses are theoretical courses, so in the eyes of students, it seems that almost the entire academic career is spent taking theoretical courses. Such a course ratio is not in line with the professional teaching goals and talent cultivation goals. The marketing specialty includes several professional courses, and each course has a clear sequence of precedence and importance. These courses form the entire curriculum system of the marketing specialty. However, some vocational colleges in formulating their professional teaching plans only blindly pursue the number of professional courses, pursue the appearance of "diversity" and "attractive" on the professional course plan, or simply base the opening of professional courses on the existing teaching resources and faculty situation. They do not actually argue for the classification of professional courses, the difficulty level of knowledge, and the logical sequence and continuity of professional knowledge between them. The order of course opening is not scientific, with some institutions even opening more difficult courses that should be later in the curriculum before opening simpler professional foundation courses, resulting in students understanding disordered professional knowledge, such as the simulation of enterprise sandbox course opened before the basic accounting course, which leads to the difficulty of learning the sandbox simulation increased for students who have not mastered the basic accounting table knowledge, and the burden of teaching increased for teachers, and the learning effect greatly reduced.

(2) The content of the course does not meet the teaching objectives. At present, most of the marketing courses in vocational colleges choose general textbooks of economic and trade that are more theoretical, and the contents pursue the integrity and rigor of the theoretical system, which are relatively low in relation to vocational needs and abilities, and lack practicability and operability, as well as guidance and training for marketing vocational abilities. As a result, students' professional knowledge is empty and broad, lacking pertinence and applicability, and unable to meet the needs of modern talent training. With the development of modern social economy and commercial trade, the development and changes of the marketing industry will also update the requirements for talents in real time. The content of general textbooks is backward and the teaching cases are relatively simple and outdated, ignoring the complex cross-integration of current disciplines and the needs of students' future employment, which will also affect the quality of teaching and fail to meet the professional teaching objectives. The end result is that students who spend three years in school studying marketing expertise may not even be able to sell themselves when they graduate into the world.

(3) Single teaching method of professional courses.

At present, the traditional teaching method of theoretical "infusion" is still adopted in most classrooms, and other diversified teaching methods are lacking. Students can only passively accept the "flood irrigation", resulting in students showing fatigue in a very short time, the enthusiasm of learning is not high. Even though teachers use case analysis, in the actual class process, in order to arouse students' interest and yearning, most of the cases of well-known international and domestic enterprises or entrepreneurs are used. However, most of the students entering the workplace start from the grass-roots positions, and there are even fewer self-employed, and the actual effect of such cases on students entering the workplace in the future is actually very small. This method not only inhibits the enthusiasm and enthusiasm of students for professional learning, but also hinders the training and improvement of students' communication ability, post practice ability and professional quality, resulting in a large gap between the employability quality and the market demand of enterprises when they finally graduate.

(4) The team of teachers is "bookishness", and the degree of integration between industry and learning is low.

The current teachers of professional courses in this major are almost all "from school to school", and they are admitted to vocational schools as teachers right after graduation. However, they lack practical experience in corporate marketing related to their major, the classroom teaching content is theoretical and the practical operation ability is low, and the "armchair" teaching is difficult to arouse the interest and resonance of students, can not combine theory with practice, can not give practical guidance to students, and it is difficult to guide students to solve the practical marketing problems of enterprises. Because teachers know their own defects, most of them are afraid of the teaching of practical training courses, which will not help to improve the teaching ability of practical training. The school also has no specific rules and regulations for helping professional teachers to carry out practical training, which cannot improve the practical ability of teachers in a short period of time.

(5) The hardware of the training field is weak, and the software is loose.

The training teaching is based on certain hardware construction, so the construction of the on-campus training field is inevitable, otherwise it is difficult to ensure the complete training teaching task on time and in good quality. However, due to the difficulties in recruiting students, lack of funds, changes in professional Settings, incomplete and incomplete teaching reform and other factors, the construction of practical training field in vocational colleges does not meet the requirements of practical training teaching everywhere. Even if there are practical training fields for teaching, the teaching management of some schools in practical training places is relatively loose and disorderly from the actual class situation, and students do not know where to start like headless chickens, nor do they understand the operation process, which is because of the lack of effective practical training teaching management system, as well as the corresponding quality management and evaluation norms.

3. Strategies for Teaching Reform of Marketing Majors in Vocational Colleges

(1) Reform of curriculum design and curriculum system construction

From the guidance of the Ministry of Education, it can be concluded that vocational education must strengthen the practical aspect, effectively enhance practical teaching, and the hours of practical teaching should generally account for more than 50% of the total hours. So vocational schools need to reform their teaching plans, adjust the proportion of two types of courses, increase the proportion of practical training courses, and optimize practical training courses. Analyze and master the sequence, primary and secondary logic, difficulty level, and causal relationship between all professional courses, understand the coherence between courses, correctly plan the professional courses that need to be taught in each semester, and form a complete and orderly professional knowledge system.

(2) Reform of course content

Teachers should break free from the constraints of textbooks and not solely write teaching plans and content based on textbook content. They should extract the main content from textbooks according to professional training objectives and enterprise talent requirements, and design teaching content and focus based on the actual work of enterprise marketing positions. Theoretical content can also be added to the corresponding sequence steps of practical training courses, attempting to make theoretical content practical and project-based. This can avoid pure theoretical courses being too dry and difficult, which can reduce students' interest in learning. Developing school-based textbooks that are suitable for the professional characteristics of our school is also a very good direction for the current curriculum reform. With our school teachers as the main body, we invite relevant enterprises or industry

associations to participate, and combine with the actual teaching situation of the school to develop professional textbooks that meet the goals of marketing vocational ability training. At the same time, professional clubs and associations should be established, and marketing software such as sand tables should be used to specifically train students' practical skills in their spare time. Schools can also take the lead in introducing enterprise projects that are relevant to their majors, providing students with a platform for practical training and entrepreneurship, and encouraging them to participate in student competitions more often.

(3) Reform in teaching methods

Teaching has methods, but there is no fixed method. Essentially, marketing is a profession that combines application, practicality, and flexibility. Therefore, relying solely on imparting theoretical knowledge cannot cultivate students' ability to solve practical professional problems. I think the following methods can be applied to our classroom teaching.

1)Multimedia teaching method

Multimedia teaching method is a modern teaching method that uses sound, text, image, animation, video and other media as well as computer and other multimedia technologies to convey knowledge to students. It benefits from the development of modern Internet technology and other high-tech. Teachers should first consider students' actual learning situations, then combine them with excellent traditional teaching methods, and finally choose modern teaching media in a targeted manner to enrich classroom teaching, making previously memorized knowledge vivid, lively, easy to imagine, and effectively promoting students' deep understanding and long-term memory of knowledge. At the same time, it can cultivate and exercise students' multiple abilities, improve their comprehensive quality, and ultimately achieve an overall improvement in teaching quality.

2)Practical case teaching method

Professional marketing talents who meet the needs of enterprises have high requirements for comprehensive abilities and qualities, so understanding and mastering professional knowledge theory alone is not enough. The key is to be able to apply professional theoretical knowledge to the real business marketing environment. Practical case teaching method is a good experiential method that can effectively integrate theoretical and practical courses. Teachers choose corresponding cases to explain based on the different professional issues involved, the business environment in which they operate, and the actual situation of each student. This can cultivate students' ability to solve practical problems and cope with changes, and help exercise their divergent thinking and innovative consciousness.

3)Situational simulation teaching method

In the teaching process, we use simulation analysis methods of context, role, and content to stimulate students' enthusiasm for participation. By combining theoretical knowledge of marketing with practical operations, students are guided into simulated real environments to cultivate their professional practical and hands-on abilities. For example, in the classroom, simulating a sales scenario at a mall counter, the teacher will set specific products and product positioning, and then have students play the roles of consumers and salespeople respectively to conduct sales simulation exercises. In such simulated scenarios, students can personally experience and enhance their professional skills in sales.

4)Task driven teaching method

The core feature of task driven teaching method is "student-centered, teacher led, and task oriented". This method constructs a new learning model that determines teaching content based on students' learning needs, encourages students to actively participate, collaborate independently, and explore innovation. It can not only effectively stimulate students' interest in learning, but also cultivate their ability to analyze and solve problems, and enhance their ability to learn independently and collaborate with others. For example, assigning tasks to

students to group and complete a marketing plan for a certain product requires students to conduct target market segmentation, market selection, market research, market analysis, marketing strategy selection, promotion activities, and other related tasks. Students need to work together to complete the task, and finally, the teacher evaluates the results.

(4) Strengthen the construction of the "dual teacher" teacher team

Professional teachers who teach in vocational colleges nowadays not only need to be "academically advanced", but also "technically advanced". They are "dual qualified" teachers who possess a deep theoretical foundation and excellent practical skills. Therefore, strengthening the construction of the teaching staff in vocational schools, creating a "dual teacher" teaching team with high professional ability, reasonable structural proportion, and strong innovation consciousness, is currently the top priority of vocational schools. The main way of construction can be summarized as internal training and external recruitment. Internal training refers to improving the professional skills and practical abilities of existing teachers through training, further education, or training in enterprises. External recruitment refers to hiring talents with high-level marketing skills and rich marketing experience from professional related enterprises, as long-term part-time teachers or guest lecturers, to build a professional and high-quality external team, and promote school enterprise cooperation projects to jointly cultivate talents that meet the needs of the enterprise.

(5) Emphasize the construction of on campus training facilities and strengthen the management of practical training teaching

The on campus training ground is not only a venue for students to practice professional courses and conduct technical skills training and appraisal for professional positions, but also an essential hardware for achieving vocational education training goals. Whether the training facilities are complete and in good condition will directly reflect and affect the teaching level and quality of the school. Therefore, vocational colleges should increase investment in training facilities, establish marketing ERP sand table simulation training rooms, online marketing training rooms, online store operation training rooms, e-commerce live streaming training rooms, business negotiation training rooms, creative planning training rooms, etc. to strengthen practical teaching and effectively enhance students' vocational skills. Some colleges and universities have sufficient hardware equipment in their practical training fields, but their management is loose, resulting in low teaching quality. The most important key to ensuring that teaching hardware is not idle and can fully play its role is to strictly and scientifically manage practical training teaching. Schools should designate specific training teachers and training venue managers. Training teachers are responsible for developing training course teaching plans and outlines, training teaching assessment objectives, standards and methods, and corresponding internship teaching processes and norms for different professions. Training venue managers are responsible for the management and maintenance of training venues and equipment.

4. Conclusion

The education of 'one chalk, one mouth, one blackboard, two legs' has long been swallowed up by the tide of the times. We should adapt to social development, improve teaching modes, content, methods, software and hardware facilities, and cultivate laborers who are in line with the socialist modernization cause.

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