

Exploration and Reform of Marketing Practice Teaching under the Concept of New Liberal Arts

Hongli Sang^{1,2,*}, Xingbang Wang^{1,2}, Wenxue Niu^{1,2}, Zhe Xue^{1,2}, Fang Yang¹

¹School of Economics and Management, Huizhou University, Huizhou, 516000, China

²Greater Bay Area Huizhou Development Research Institute, Huizhou, 516000, China

*Corresponding author

Keywords: New liberal arts, Marketing, Practice teaching, Path, Exploration

Abstract: The Marketing practice teaching is an important part of enhancing talents training quality. It is quite significant to research on how practice teaching will develop with innovation and integration. By analyzing its new mission, new positioning and new focus, we can break the limitations of traditional practice teaching, find out the new methods of practice teaching, and further establish new concept and the multi-dimensional teaching system of practice teaching. Marketing practice teaching should be continually reformed in order to pave the new way for practical talents training.

1. Introduction

With the great social changes, China has put forward the need to accelerate the building of philosophy and social sciences with Chinese characteristics. We will solve China's problems based on China's actual conditions and continue to promote the creative transformation and innovative development of excellent traditional Chinese culture". This requirement profoundly explains the "Chinese root" and "practical force" of the New Liberal Arts education, reflects the value guidance and practice orientation of it, clarifies the great significance of practice education in the context of New Liberal Arts, and also determines the new development and new characteristics of practice education in this context [1]. The goal of the reform of the practice teaching of New Liberal Arts in colleges and universities is to form a curriculum system and method system that can meet the needs of the New Liberal Arts construction. As an application-oriented university, the practice teaching of New Liberal Arts should further get rid of the path dependence of academic talent training, so as to promote the sharing and interaction of educational elements and innovation resources, and establish and improve the new path of "school, government, industry and enterprise" to jointly cultivate liberal arts talents in the new era.

2. New Interpretation of Marketing Practice Teaching under the Concept of New Liberal Arts

Marketing is a compulsory undergraduate course in the School of Economics and Management of our university. It systematically teaches the basic theories and methods of marketing, as well as the dynamics and development trend of marketing in the era of digitalization and mobile Internet. It is a very practical course, which requires the combination of practice before and after class and

appropriate practical training on the basis of classroom theory to achieve the expected teaching effect.

2.1 New Mission of Marketing Practice Teaching: Value Orientation

As an important supplement and deepening of theoretical teaching, Marketing practice teaching should go in line with theoretical teaching, shoulder the historical mission of talent training together, and respond to the demand of the Times for high-quality and innovative business talents. It aims to provide local solutions to China's problems based on China's reality, and meanwhile provide Chinese solutions for the human community with a shared future based on the common value of mankind and the concept of development, so as to realize the return of value based on China and the transcendence of value based on the world.

2.2 New Positioning of Marketing Practice Teaching: One Body and Two Wings

"One body" means to cultivate students' innovative thinking and ability as the goal of marketing talent training according to the talent demand of marketing industry; "Two wings" refers to theoretical teaching and practice teaching [2]. This model aims to strengthen the supply-side reform of high-quality talent training and provide the society with new composite cross-border talents who understand management, marketing, new application technology and new thinking through collaborative education, so as to meet the requirements of innovation-driven professional talent training.

2.3 New Focus of Marketing Practice Teaching: Rapid Change and Problem Orientation

The "novelty" of the New Liberal Arts lies in providing direction and value judgment standards for the development of the country and society in the new era, solving new problems in the field of liberal arts with new technologies, new methods and new means, and realizing the creative transformation and innovative development of excellent traditional Chinese culture.

(1) Rapid change

The digital transformation highlights the contradiction between the acceleration of knowledge iteration and the relative solidification and narrowing of teachers' knowledge structure. This requires marketing talents to have a sharper insight into the change of marketing practice [3]. Teachers and students can no longer "turn their ears away from the window and read only the book of sages ". They also need to pay close attention to the latest trends in enterprise marketing practice, while focusing on theoretical learning, so as to timely follow up and grasp the emerging marketing strategies, study them, and abstract reusable new marketing theories [4].

(2) Problem orientation

In the theoretical teaching of Marketing, there is a decoupling problem between the explicit knowledge of Marketing and the invisible one. The problem orientation of Marketing practice teaching requires that the design of practice teaching content must be based on real problems. This requires that practice teaching must take enterprise problems as the research and learning basis, aim at the problem, stare at the problem, chase the problem, strive to crack the bottleneck problems and weak links restricting the development of enterprises, so as to apply what one has learnt, govern and benefit the people [5]. In this way, it can strengthen the initiative of external educational resources to intervene in colleges and universities, combine the pain points, difficulties and problems of enterprises, truly do practical things for enterprises, and improve the enthusiasm of enterprises to cooperate with education.

3. Limitations of Traditional Marketing Practice Teaching

The practice teaching of Marketing course is manifested as backward concept, construction lag and single mode.

3.1 Backward Concept

In the past, the practice teaching of this course mostly presented the characteristics of instrumentality rather than value, and paid more attention to the cultivation of students' operational ability [6]. In the teaching, "quick learning" has often been regarded as the goal or label of practice training. However, New Liberal Arts education requires a fundamental breakthrough in value guidance and action path. It is not only necessary to cultivate students' operational ability, but more importantly, to realize the use of brain and heart through practical operation, so as to cultivate the emotion of "Family-country" and social responsibility while developing individual ability [7].

3.2 Construction Lag

In practice teaching, the teaching content lacks top-level design and is relatively fragmented [8]. There is a lack of connection between each practice module and a certain amount of overlap. Also, there is no overall design according to students' training objectives, and students cannot experience the fun of practice innovation and discipline research from the perspective of learning.

As for content system, there is a contradiction between the rapid change of business environment and business model and the time lag of curriculum system design in the course of Marketing [9]. In terms of New Liberal Arts, Marketing itself has a distinct problem orientation, which makes the curriculum education more open and integrated in the design of curriculum system and teaching organization. Practice teaching can permeate the whole education process from the connection with curriculum to the integration of scientific research projects and industrial projects.

3.3 Single Mode

The objectives, forms, methods and modes of the traditional practice teaching of marketing are relatively rigid. It is often limited to the operation and use of a certain software and the training of skills and lacks the training of analysis, judgment and insight that students need to grow into first-class talents, resulting in a serious disconnect between teaching and learning, so that students' practical ability cannot be fully cultivated and cannot meet the needs of society [10]. The lack of in-depth thinking and exploration of the thick logic of the discipline has not become an effective supplement to theoretical teaching.

4. The New Construction of Marketing Practice Teaching under the Concept of New Liberal Arts

4.1 Establishing a New Concept of Marketing Practice Teaching under the Concept of New Liberal Arts

Under the background of New Liberal Arts, the return and transcendence of the value of practice education and the development of its connotation require us to highlight its value guidance and strengthen the ideological and political education in practice. The ideological and political education of the marketing major should start from the perspective of social practice and marketing practice, combine the needs of regional economic development and industry development, and

formulate the training program of the course from the ideological and political perspective in reverse. The training requirements of ideological, political and moral education are further supplemented on the basis of the training objectives of professional ability and vocational ability in the past.

In the process of promoting the practice teaching of Marketing, our university has always taken practice education as an important starting point of the New Liberal Arts education in the new era, guiding students to learn in practice, so as to learn to learn, apply what they have learned, and learn by similar examples. Teachers systematically analyze the convergence point between the ideological and political education and the professional teaching content, and reasonably select the content blended with the ideological and political teaching to ensure the orderly integration of the ideological and political education and the professional teaching content. For instance, when explaining the marketing strategy in the Marketing course, the "specialized, fine, special, new" enterprises in Huizhou city were invited into the Marketing class to explore and analyze the professional ideological and political content of how to grasp the market demand, how to win the trust of customers, how to surpass competitors and how to strengthen their position in the industry.

4.2 Exploring the New Marketing Practice Teaching Path in New Liberal Arts

Based on the goal of cultivating the practical ability of talents in New Liberal Arts and combined with the practical characteristics and training measures, the Marketing course group of our university has developed the practice curriculum system, designed the outcome measurement indicators, and initially formed the teaching mode of effective combination of theory and practice, seamless connection between online and offline, and organic integration of industry and teaching inside and outside the school.

We take Marketing course practice as the breakthrough point, and pay close attention to the key links such as teacher selection, project topic selection, course process management, course achievement evaluation and achievement display. It presents the following characteristics: (1) the course implements the mode of organic connection between the on-campus course group and the off-campus instructors of the practice bases, ensuring the full combination of professional theoretical knowledge and enterprise practice;(2) Project topic selection should be based on the existing needs of enterprises; (3) The course management process adheres to the basic principles that teachers have to transform their roles from "hosts" to "coaches"; students transform their roles from "listeners" to "athletes", transforming the role from "bystanders" of shallow mutual benefit to "participants" of deep mutual dependence; (4) The course evaluation adheres to the trinity evaluation system of theory (on-campus instructors), practice (off-campus instructors) and experience (students); (5) The presentation of course results adheres to the three-dimensional principle and comprehensively displays students' ability in listening, speaking, writing, multimedia use and other aspects.

The course practice provides students with a more direct, comprehensive, and richer engagement with business. It aims to gradually solve the difference between the theory and practice of marketing courses, and provide a guarantee for majors to keep up with the development of marketing practice, cultivate high-level thinking talents, improve teachers' practical operation experience, implement and guarantee practice innovation education.

4.3 Framing Three-Dimensional Marketing Practice Teaching System

We have Integrated the professional resources of various disciplines in the university, connected the resources inside and outside the university, the teaching and scientific research, teaching and industrial resources, and built a multi-level and multi-dimensional three-dimensional practice

system. First of all, we are establishing the practice system of "online + offline" combining virtuality and reality in space to make a series of changes in marketing education and teaching concept, content, means, methods, student examination standards, etc., and effectively improve the quality of courses and learning results. With the advancement of industrial Revolution 4.0, traditional marketing will be impacted by information technology and industrial upgrading such as artificial intelligence, big data, mobile Internet and Internet of Things, which will constantly penetrate and integrate into the cross-construction of disciplines and majors. The integration of industry and education needs to play a bridge role between professional construction and industrial upgrading, and closely link the marketing course with social industries. Virtual simulation technology can be used to simulate the real practice environment, form a virtual practice space, and carry out virtual simulation teaching. It breaks through not only the limitation of scenario but also that of the audience of traditional practice, and realizes the great expansion of practice coverage in the process of resource aggregation. Secondly, we are building "offline teaching, online learning, extracurricular innovation, learning and practice" multidimensional classroom, implementing the multi-dimensional integration of talent cultivation such as "online and offline, in-class and after-class, face-to-face with remote teaching, real and virtual environment, theory and practice teaching", and creating the teaching model of the hybrid such as "multidimensional classroom and multi-dimensional integration". Digital intelligence technology is used to mine and analyze the data of the whole teaching process (students' learning behavior and teachers' teaching behavior), including teaching process monitoring, learning situation analysis, the heat analysis of classroom learning and teaching, and teaching quality assessment, so as to promote the continuous iterative innovation of marketing teaching in means, methods and student assessment standards, the innovation of models of personalized teaching and differentiated teaching, such as online gamification scenario teaching and offline role simulation teaching in the post-epidemic era.

5. Conclusions

To sum up, based on value guidance, the practice education under the concept of the New Liberal Arts should break the separation with theory, let the students get the comprehensive ability development in a more open, more real practice environment, innovate the teaching path and mode, through the students touch with reality, arouse the students' attention to the problem of local marketing, deepen students' understanding of marketing rules in the Chinese context, and cultivate students' ability to solve marketing problems creatively in the Chinese environment.

Acknowledgments

This work was supported in part by a grant from [Undergraduate teaching quality engineering project of Huizhou University in 2021(No.: X-YLKC2021010) (Social practice first class course: Marketing)]; by a grant from [Undergraduate teaching quality engineering project of Huizhou University in 2021(The second batch of projects) (Marketing course teaching and research section)].

References

- [1] He Xiaofei, Wang Xiaohong, Meng Ning, (2022) "Connotation development and implementation path of practical education from the perspective of new liberal arts," *China University Teaching*, Vol.43, No.8, pp.78-82.
- [2] Pan zhen, Li Jinsheng, Wang Liping, (2022) "Exploration and innovation of practical teaching under the concept of new liberal arts," *China University Teaching*, Vol.43, No.6, pp. 66-70+80.
- [3] David Meredith E., David Fred R., David Forest R., (2021) "Closing the Gap between Graduates' Skills and Employers' Requirements: A Focus on the Strategic Management Capstone Business Course," *Journal of*

Administrative Sciences, Vol. 11, No. 1, PP. 10-10.

[4] Todd Bridgman, ColmMc Laughlin, Stephen Cummings, et al, (2018) "Overcoming the Problem with Solving Business Problems: Using Theory Differently to Rejuvenate the Case Method for Turbulent Times," *Journal of Management Education*, Vol. 42, No. 4, PP. 441-460.

[5] Carson, James Taylor; "Blueprints of distress? (2019) Why quality assurance frameworks and disciplinary education cannot sustain a 21st-century education," *Teaching in Higher Education*, Vol. 24, No. 10, 14-23.

[6] Martin Florence, Kumar Swapna, Ritzhaupt Albert D., Polly Drew, (2023) "Diachronous online learning: Award-winning online instructor practices of blending asynchronous and synchronous online modalities," *Journal of the Internet and Higher Education*, Vol. 56, No.2, PP. 65-74.

[7] Erickson Diandra C., (2020) "Voice Thread," *Journal of teaching Theology & Religion*, Vol. 23, No. 4, 299-301.

[8] Djajato Indrayati, Suryadi, (2021) "Blended Learning Model Design Integrated with Problem Based Learning and Rehearsal Pairs Practice to Increase Motivation and Outcomes in Marketing Management Course," *2nd Annual Management, Business and Economic Conference (AMBEC 2020)*, Vol. 183, No.5, PP. 223-234.

[9] Chi Zhong, Yang Tianxiao, (2022) "Teaching Practice of College Students' Marketing Course Based on the Background of the Internet Era," *International Transactions on Electrical Energy Systems*, Vol. 165, No. 9, PP. 232--238.

[10] Guaili Zhang, (2022) "The Practice and Exploration of Situational Teaching Method in Live Teaching of Financial Product Marketing," *Adult and Higher Education*, Vol. 4, No. 5, PP. 153-161.