

# Construction and Implementation of Practical Teaching Mode for Marketing Specialty

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**Abstract:** At present, the market competition is fierce, and the demand for marketing talents by industrial and commercial enterprises is also very strong. However, influenced by the examination-oriented education system and restricted by other factors for a long time, marketing majors generally have poor practical ability and lack practical innovation ability. Marketing talents should have strong post operation ability in market research, marketing planning, market development and channel management, and comprehensive professional ability in marketing. These abilities are mainly cultivated through practical teaching. The training goal of higher vocational and technical education is to cultivate high-tech applied talents to meet the needs of economy and society. Therefore, practical teaching in higher vocational colleges is not simply subordinate to theoretical teaching, practice is the ultimate embodiment of theory, and practice is the process from theory to practice. This paper discusses the problems existing in the practical teaching of marketing and the reform mode, aiming at improving the practical teaching effect of marketing and promoting the improvement of students' professional practical ability and comprehensive quality.

## 1. Introduction

With the rapid development of economy, the social demand for marketing talents has changed, and applied talents with rich knowledge, strong comprehensive ability and high quality are favored. Practice teaching is an effective teaching mode to cultivate this kind of applied talents. Marketing is a very practical applied science, especially under the influence of today's market economy, the demand for marketing talents is increasingly demanding applied talents with high quality and comprehensive professional ability, who work in the front line of production, construction, management and service[1-2]. Some schools simply believe that as long as teachers train students according to the course after offering this major, students can win social recognition after graduation. This view is biased. As an education department, it needs to find out the problems from its own perspective and constantly realize the reconstruction of teaching forms in the process of professional practice[3]. Strengthening practical teaching, constantly summing up practical teaching experience, exploring practical teaching rules, constructing effective and feasible practical teaching mode, and cultivating and improving students' practical working ability, including innovation ability, communication ability, expression ability, market research and analysis ability, marketing planning ability and market expansion ability, have become the key problems to be solved in the current teaching of marketing specialty in China[4-5].

Since the concept of marketing was introduced into China at the end of last century, enterprises have fully realized that marketing can transform social needs into effective profits, and marketing has become an important strategy for enterprises to enhance their competitiveness[6]. For students majoring in marketing in colleges and universities, simple knowledge transmission cannot meet the social demand for marketing professionals. Marketing majors should develop more from in-class learning to extracurricular practice, aiming at establishing a teaching environment conducive to cultivating students' practical ability and comprehensive quality[7]. Modern enterprises have higher requirements for students majoring in marketing, which requires graduates to have more complete practical ability and literacy. Marketing practice teaching is an important way for colleges and universities to improve students' practical ability and cultivate high-quality applied marketing talents who can meet the needs of enterprises and society[8]. Therefore, it is urgent to reform the

teaching mode in marketing practice teaching, establish a correct practical teaching concept and build a practical teaching system that adapts to the law of talent training, so as to improve students' practical operation ability and comprehensive quality[9]. This paper discusses the problems existing in the practical teaching of marketing and the reform mode, aiming at improving the practical teaching effect of marketing and promoting the improvement of students' professional practical ability and comprehensive quality.

## **2. Problems in Practical Teaching of Marketing**

### **2.1 Schools and Teachers Pay Insufficient Attention to Practical Teaching**

At present, some colleges and universities don't know enough about the importance of practical teaching of marketing specialty, and the practical teaching is difficult in the implementation process. Some schools' teaching plans can't be implemented or not implemented at all, which is ineffective. Some schools and teachers believe that practice is after graduation, and the task of schools is to teach the most basic theories and methods. In practical work, some schools have insufficient funds for practical teaching, teachers are unwilling to take students' practical teaching, or insufficient investment in practical teaching can not guarantee the effect of practical teaching. Enterprises always hope to recruit employees who can have a preliminary understanding of their own industry or related product knowledge, have certain practical marketing experience and have high comprehensive quality, but generally feel that it is difficult to find talents who meet the needs of enterprises.

Practice teaching is an important way to strengthen students' innovation and practical ability in colleges and universities. However, there are still some problems in talent training, such as unclear orientation of training objectives, disjointed teaching content and curriculum setting with the needs of enterprises, less proportion of practical teaching, imperfect practical teaching system, etc. There is still a big gap between the training quality of applied marketing talents and the needs of enterprises and society. The cultivation and formation of students' professional ability and quality is not achieved overnight, and it must be deepened through repeated training and experience[10]. But this kind of "repetition" is not a mechanical repetition, but a spiral rise. Therefore, in the process of practical teaching, on the one hand, we should design a step-by-step teaching process according to the objective law of the formation of professional ability, on the other hand, each specific practical teaching activity should also follow the objective law of step-by-step design.

### **2.2 The Practical Teaching Scheme Lacks Systematicness**

With the gradual deepening of the reform of the market economic system, the market competition is becoming increasingly fierce, and the business secrets of enterprises are increasing day by day. Most units do not allow students to contact their core departments and related management affairs, thinking that accepting student internships is a burden and afraid of revealing business secrets. As a result, you can't get in touch with the substantive work of this position when you go to the internship position, and the internship can't play a real role. Because we don't understand the requirements of enterprises for the ability of marketers, the practical teaching scheme designed by schools often lacks systematicness and is out of touch with the requirements of enterprises for the ability of marketers. It is manifested in the lack of a complete and systematic practical teaching scheme, the failure to design the corresponding practical teaching content according to the ability requirements, and the failure to set up a phased and stepped practical teaching process according to the law of ability development[11]. There is a gap between teachers and practical teaching, and some teachers have little practical experience, which is obviously different from the expected effect in guidance. Some practices are single sales promotion, and students can't understand the essence and significance, but they have misunderstandings and annoyances about marketing courses and even majors. In practice teaching, the coordination and systematicness of teaching content and teaching links are not enough, and there are some problems such as unclear teaching purpose, inflexible teaching methods, ineffective control of teaching

process and unscientific assessment methods of practice teaching.

### 3. Thoughts on the Reform of Practical Teaching Mode of Marketing Specialty

#### 3.1 Progressive Practice Teaching Concept

Gradual teaching is easy for students to understand and master, and it is practical, creative, complete and systematic in teaching design. It can enhance students' perceptual knowledge of basic knowledge and industry characteristics, and also improve their practical ability, adaptability and innovation ability. In the implementation of teaching content, practical teaching and experimental teaching should run through all grades of the major, and cooperate with other professional courses to arrange progressive teaching tasks and contents; In the multi-level teaching system, practice teaching should be strengthened, and practice should keep up with theoretical knowledge. After studying in the classroom, students can participate in practical training activities both inside and outside the school, which is helpful for students to better understand and master the theoretical knowledge they have learned. In-school practical training, through the simulation of post functions working in a simulation enterprise and holding various related competitions, a practical training in-school is carried out to improve students' understanding and mastery of professional skills. The teaching design of marketing courses is shown in Figure 1.

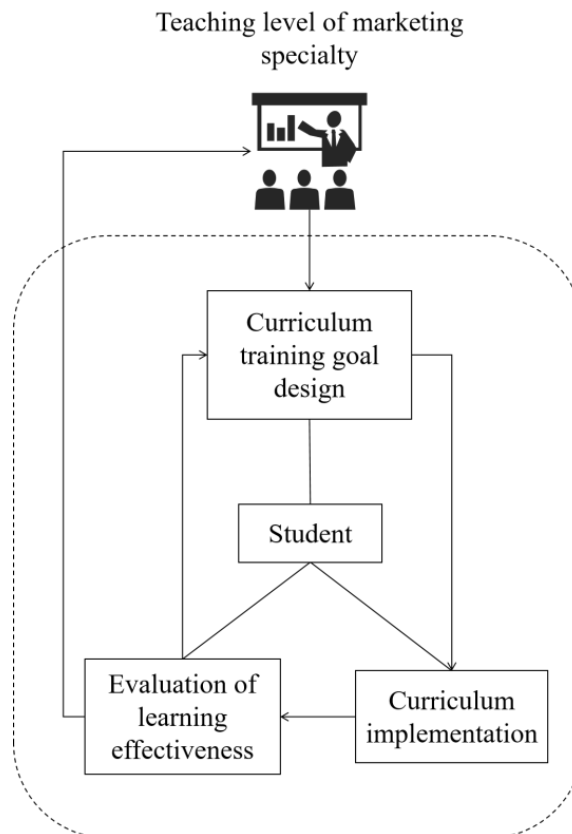


Fig.1 Teaching Design of Marketing Major

For courses that use case teaching method in a large number in the teaching process, the proportion of case analysis questions can be appropriately increased on the basis of ensuring the assessment of basic theoretical knowledge in the final exam. The key to off-campus training is not the form, but whether it really achieves the practical effect. Therefore, while practicing in class, students must be allowed to get in close contact with the enterprise, and through the real on-the-job training in the enterprise, understand what requirements the enterprise has for the quality, professional knowledge and comprehensive ability of professionals, how to apply the theoretical knowledge learned in class to marketing practice, and look at the difference between consumers' buying behavior and others' buying behavior from the perspective of a marketer. The formation of students' practice and hands-on ability is also gradual, that is, we should also arrange the practice

education process according to the concept of gradual education, build a gradual practice education model for marketing majors, and change the current situation that most colleges and universities mainly focus on the practice teaching link at the end of the school year. Process management should include the purpose of practice, expected effect, organizational form, time arrangement, work content, job exchange, exchange of experience, assessment method, practice summary, etc. Schools can also find out the gap in the teaching process by communicating with enterprises and tracking the students' practice process, so as to provide a basis for modifying the teaching plan and reforming the teaching content.

### 3.2 Classroom Practice Teaching Combined with Various Forms

With the continuous development of economy, all walks of life in society are developing all the time, and the continuous development of the industry requires practitioners to constantly learn new knowledge and skills. Among them, the marketing major is a professional discipline guided by the market, which requires his students and workers to master more and more updated professional skills. Classroom practice teaching should not only help students to deeply understand the theoretical knowledge of the course, but also cultivate students' thinking ability, expression ability and innovation ability. Especially in the marketing class, we should cultivate students' thinking mode of doubt and difference. For marketing workers, it is not only an important way of thinking, but also a very valuable quality and a necessary condition for innovation. After students enter the society, although many of the ideas they may put forward are incorrect, some of them are likely to contain bright spots, and they must not bury possible innovations just because they have put forward some incorrect ideas and viewpoints. In the process of learning, if there is only theory without practice, it is impossible to fully understand and apply the learned knowledge and theories, and it is difficult to apply them to life and work. Through case teaching, students can not only master what they have learned, but also make practical use of it. Most marketing courses are practice-oriented, and theoretical knowledge is mostly summarized from practice and abstracted, so the study of the course must be combined with practice, so that students can master theoretical knowledge and apply it to practice at the same time. The assessment system of classroom practice teaching is shown in Figure 2.

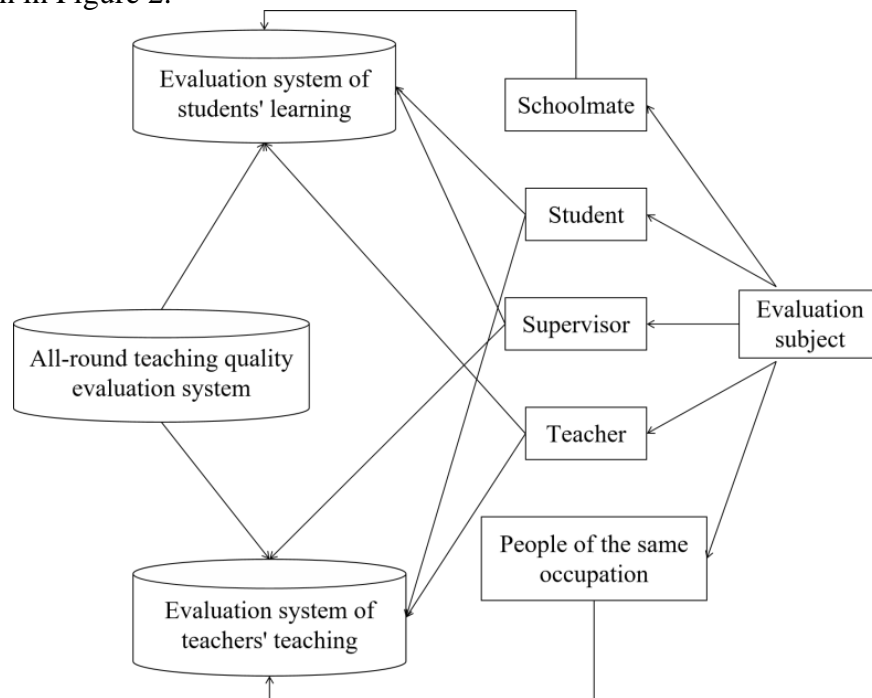


Fig.2 Assessment System of Classroom Practice Teaching

While strengthening the construction and application of modern teaching methods, we should make full use of existing teaching technology resources, increase the popularity of conventional audio-visual media such as projection and video recording, effectively use marketing laboratories,

and carry out computer multimedia and online teaching, online planning, online design, online promotion and other practical simulation teaching, so that students can make simulation decisions through marketing decision software system, and set up practical teaching links such as marketing planning simulation, market research and prediction. In the practical teaching of marketing specialty, we should focus on cultivating innovative and applied talents and combine practical teaching with theoretical teaching. It is necessary to provide a basic practice platform for students' practice to cultivate their basic qualities and skills, and to solve their lack of marketing management and enterprise marketing; To understand the basic skills and processes of enterprise marketing; English reading and writing skills and computer-related knowledge, but also have a certain ability of mathematical logic thinking, understanding and understanding the elements and organizational structure of enterprise management.

#### **4. Conclusions**

Practice teaching plays an important role in systematically learning and mastering professional knowledge, improving students' abilities in all aspects and enhancing their own quality. At present, the teaching mode can no longer meet the market demand for talents, so the teaching of marketing specialty can not be separated from the combination of theory and practice, and it needs the cooperation of teachers, students and enterprises to establish a complete and perfect teaching mode. The products of marketing planning and other professions are knowledge products. Its formation comes from the selection, analysis, classification and processing of information, and finally the extraction of new information. This process does not require strong memory, but requires comprehensive research, judgment and innovation capabilities. Some schools don't lay stress on professional practice, so their graduates are often in a relatively passive position in social competition. Many students lack initiative in the learning process, can't effectively understand and apply relevant professional knowledge, and their social adaptability is even worse. Therefore, it is necessary to continuously expand the proportion of practical links in this major from the aspects of repositioning teaching objectives, integrating practical cases in the whole teaching process, building teachers' team and building assessment system, so as to realize the general improvement of students' professional quality.

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