

Preliminary Exploration on the Innovation of Marketing Teaching Model

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Abstract. Marketing is a very practical and applied course. In order to match China's higher education to implement "the cultivation of innovation ability and practice ability", exploring new teaching mode, carry out innovation education reform, and cultivating excellent marketing talents for the enterprise is imperative in the teaching of marketing course. This paper analyzes the present situation of marketing teaching China market in colleges and universities, discusses the related problems existed in the teaching process and shortcomings. On this basis, the paper studies the reform and innovation of marketing teaching mode and puts forward a series of new teaching methods to enhance students' comprehensive quality, such as laying a good foundation for theory teaching, interactive teaching guide thinking participation, case teaching inspiration and ways of training practice ability.

Introduction

Marketing originated from the earlier market economy in the United States. It is an inevitable product by the rapid development of the capitalist commodity economy, the increasingly sharp supply and demand, and the intensifying market competition. As a science that specializes in the law of business operation, marketing plays an invaluable role in solving the problem of overproduction, expanding market area, promoting production and social economic development. China since the beginning of the reform and opening up the introduction of marketing disciplines. In the last century in 90s, Marketing has been widely established in domestic universities, which plays a positive role in enhancing students' market awareness, prompting them to understand and grasp the operation rules of the market, and to transfer talents to the market-oriented reform of Chinese Enterprises. However, since the development of Marketing Education in China is not long, its education concept and teaching mode are obviously lagging behind, and cannot continue to adapt to the requirements of cultivating talents in the 21st century. Especially after China's entry into WTO, the trend of "internationalization of domestic market" is coming into being, which makes many enterprises improve the starting point of competition to the world level. Chinese and foreign practice has proved that if a company lacks knowledge of marketing vision and professional marketing, it will be difficult to build a foothold in fierce market competition. Therefore, matching China's higher education to implement "the cultivation of innovation ability and practice ability", exploring new teaching mode, carry out innovation education reform, and cultivating excellent marketing talents for the enterprise is imperative in the teaching of marketing course.

Analysis of the Current Situation of Marketing Teaching

The Marketing Theory with Chinese Characteristics Is Lacking

China has its own unique market, historical and cultural background. All marketing theories and methods can be effective only if it is suitable for China's specific conditions. The establishment of marketing theory needs to be summarized and developed in practice, and through a long process of accumulation. The theory of marketing in developed countries is built up by generations of people studying together, inheriting, developing and accumulating. Because of the market economy started later in China, the development history of marketing education is not long. The marketing works which are truly ideological, combined with the actual situation in China, with distinctive Chinese

characteristics are very few. For a long time, China's research on marketing is mainly introduces and interpretations western theories, lacks of adequate absorption and digestion, and so far the western marketing theory has not been able to be Sinicization. Although the books on marketing are full of market, but the levels are uneven the good and the bad are mixed, most of them are still in the stage of absorbing and drawing lessons from the western theoretical system and operating procedures. This is not in harmony with the rapid development of the Chinese market economy. Lack of research and analysis of the experience of local enterprises, the absorption and digestion of foreign marketing theories is lack of depth, and it is a great contrast to the marketing practice of enterprises. The theoretical lag will definitely affect the healthy development of education teaching.

Classroom Teaching Is Out of Touch with Social Practice

Marketing is a practical and applied course. It is important to cultivate students' comprehensive application ability. But most marketing teachers are books and research-oriented scholars, which rarely penetrate the front line of business marketing activities. It is difficult to link the teaching research with the actual enterprise. And the current system of teaching management emphasizes the teaching in accordance with the prescribed syllabus, the required examination according to the prescribed syllabus, the shortage of school internship funds and the inactive cooperation of the enterprise, which also restricts the scope and depth of the students' practice. Therefore, in the process of marketing teaching, they often emphasize the concept and principle, attach importance to the system of theoretical system and knowledge, and ignore the practical methods, techniques and tactics, and the teaching content is monotonous. The ability to analyze and solve the problem is poor when the students are confronted with practical problems, the knowledge is mainly by rote, lack of innovation and thinking. The disconnection between theory and practice leads to high score and low energy.

The Ways and Means of Teaching and Examination Are Different from Students' Interests and Hobbies

At present, the marketing teaching adopts the classroom multimedia teaching method, which is basically one way exchange of filling and instilling style. It is not only far from the marketing practice, but also not suitable for the essence of marketing which everyone, every time, everywhere to marketing in life. There is a gap between the foreign teaching methods such as case study, role simulation, scenario simulation and other interesting teaching methods. Because of the popularization of network knowledge and the deepening of higher education, students have access to information and knowledge diversity and convenient. In the Internet age, students are interested in contextualized classroom, interactive learning, differentiated teaching and flexible testing. There are many challenges to teachers, which require teachers should not only have solid theoretical foundation, rich material preparation, but also combine specific practical experience, with keen insight and thorough analysis ability to explain and evaluate various cases. At present, the popular multimedia teaching methods and means in colleges and universities are not only lack of vividness and pertinence, but also lack of flexibility and accuracy for the scene simulation design and arrangement in the classroom interaction. It is difficult to bring about students' interest in learning and learning enthusiasm. At the same time, the examination methods for students are mainly traditional and mechanical, such as closed-book, open book, etc. Exam content mainly for noun explanation, choice, judgment, fill in the blanks, or short-answer questions, the paper analysis the topic such as subjective and objective questions, any one of them could lead students to a quick buck, just to complete the assessment tasks. This monotonous and boring assessment method cannot motivate students to effectively use the network resources to further expand the knowledge surface; it is not conducive to students to strengthen their own thinking ability and innovation awareness, and ultimately is not conducive to improving the comprehensive quality of students.

Reform and Innovation of Marketing Teaching Model

Theoretical Teaching Lays a Good Foundation

Firstly, we should actively carry out innovative research on marketing theory. Without the innovation of marketing theory, we can not talk about the innovation of teaching mode. The marketing teachers should keep track of the latest development trend of international marketing theories, and actively devote themselves to the forefront of theoretical research. Marketing teachers should also understand the latest theoretical results at home and abroad, digest and absorb the advanced theoretical knowledge of western developed countries, and combine with the actual situation of domestic market marketing in China, and gradually build a marketing theory system with Chinese characteristics.

Secondly, the teaching content should be integrated and optimized. Theoretical teaching is the basis of practical teaching. Solid theoretical foundation and rich subject knowledge are the guarantee for students' achievement. For this reason, one is that teachers should make the theoretical foundation, concept, key and difficult point of marketing in a limited course, and try to leave a clear theoretical framework in the mind of the students. The two is that in the classroom, it is necessary to supplement the latest marketing theory knowledge at home and abroad. Teachers can take part in important academic conferences, pay attention to the development of marketing theories at home and abroad, supplement and deepen the teaching content in time, so that students can not only master theoretical knowledge, but also can timely understand the latest development of domestic and international marketing world. The three is to invite business people to come to school and teach specific practical experience. It is of great benefit to the students to understand the application of the knowledge of marketing systems in reality, and to analyze the progress and limitations of various frontier theories in the application. The four is to increase the local characteristics of the teaching cases, such as advertising planning, product design, brand building, logistics link design, etc., teachers can be supplemented in the classroom teaching related content and analysis. Because it is an enterprise around the ears, teachers have substance in speech, students have a strong interest in learning, and the content of teaching is changed from simple knowledge to comprehensive quality. Fifth, we should enhance academic exchanges between colleges and universities, exchange the latest teaching results, so that the teaching content, teaching methods and teaching methods can be constantly updated.

Interactive Teaching and Guided Participation

Due to the strong applicability of the marketing discipline and it is a fringe discipline, the traditional one-way teaching mode has not adapted to the requirements of the course teaching. Furthermore, the effective classroom should be active and actively participate in the students. The teaching process should combine human emotional activities with cognitive activities to make them full of human feelings and bring students with inspiration, confidence and strength. The two-way interactive teaching mode can give full play to the two enthusiasm of teachers and students, and form the rostrum of teachers and students, and the main body of double teaching is the best choice to achieve this effect. Interactive teaching can use two ways, teacher-student interaction and student interaction. The method can be flexible and varied. First of all, the teacher-student interaction can use such methods as marketing stories, fables, games, and classic case analysis and other methods for students to ask questions, establish or intuitive inspiration, to guide students thinking, and fully affirmed the students' opinions and ideas. Secondly, student interaction can be played by role play, classroom debate, topic discussion and planning, which encourages students to speak freely, create a competitive and cooperative atmosphere, and stimulate students' enthusiasm for autonomous learning and exploration. In a word, interactive teaching enables students to acquire knowledge and form ability in a variety of dynamic transformation teaching activities, with high student participation, teaching quality and effect.

Case Teaching and Enlightening Thinking

The method of case teaching was developed by Harvard University in 1880. This method overturns the inject and closed way of teaching, from concept to principle, and has become an open teaching

way to promote students to become the main body of teaching which students study independently, cooperatively, searchingly.

Teaching practice at home and abroad proves that case teaching as a heuristic teaching method is an effective way to improve marketing teaching effect. The course content of marketing is oriented to practice. Many theories in the course are derived from practice. It is a summary and abstract of the practice of the market. Through the selection of the classic cases and the creation of case cases, students will be introduced into specific practice links. Students can not only grasp the theoretical knowledge, but also effectively use the knowledge they have learned.

The marketing case teaching can be divided into two stages: first, from the theory to the example, that is to give the basic concepts and principles, to explain the theory and the theory of proof by example, to enlighten the students to understand the concept, the principle and the practical application value, to enhance the motivation of learning and explore the knowledge, and to get the method and skill to solve the practical problems. Next is the promotion stage from the case to the theory, that is to guide the students to use the case, through the independent cooperation, the group thinking impact, to find the law of knowledge formation, to find the basic concepts and to use the rules and concepts mastered to solve the actual problems. The marketing case teaching moves the practice to the classroom, and plays a great role in strengthening the students' ability to read, understand and apply, and strengthen the practical skills of the students' actual market planning.

Practical Teaching and Training Ability

Enterprise Training Teaching

One is to establish the teaching. practice base, strengthen the connection with the enterprise, organize the students to watch the enterprise according to the teaching content of the marketing course, let the students experience the whole process of the enterprise marketing management personally, understand the current situation and problems of the enterprise marketing activities, broaden their horizons and enrich their knowledge. The other is to carry out simulated training in the classroom, and train and train students' thinking ability and practical business ability.

Laboratory Marketing Situational Simulation Teaching

In the laboratory, the corresponding Simulated company is designed according to the operation mechanism of the social and commercial company, and the students are in the situation and enter the role, and they are really standing on the point of view of the business marketers. In addition to the displacements of the commodity entities and the payment of cash, the Simulated company carries out its bills, books, operating procedures, methods of operation, accounting methods and so on. At the same time, we can make use of marketing teaching software to enable students to compete on computers, analyze business problems and decide the fate of enterprises. In the simulated marketing scenario, students will encounter some unexpected doubts and produce strong desire to solve problems. Under the drive of desire, they will consciously participate in the process of simulation teaching, in the inspiration and induction of teachers, their thinking becomes open, ability is enhanced, and the theoretical knowledge is deepened.

Second Class Teaching Outside School

Including: (1) Market research. Organize students to conduct in-depth market survey and research, write survey report, train students to find market opportunities, collect market information, and analyze and process market information. (2) Replace the post. Use of holidays, weekends, holidays, such as time, guides the student to work for industry and commerce enterprise, such as shop assistant, promoters, enable students to master relevant business practice activities, the basic procedure and process to develop the students' ability of marketing practice. (3) Carry out direct selling. That is to push students to the front line, to visit customers and sell goods, which is beneficial to students'

contact with society and society, and also helps to cultivate their courage and confidence to overcome difficulties. (4) A series of internship activities. In the process of teaching, the corresponding internship should be arranged, and the internship should be conducted in the industrial and commercial enterprises (including cognition practice, business practice and graduation practice). This is a step by step practical teaching activity, which helps to train students' professional ideas and service enterprises' awareness.

Conclusion

The purpose of marketing teaching is to cultivate the students' creative spirit and practical ability. The teaching reform and model innovation must meet the needs of the target of talent training and conform to the law of the development of the subject. It should be dynamic and endless. Therefore, the innovation of marketing teaching can not be accomplished overnight, but rather needs a continuous exploration and continuous improvement of the dynamic development process. In this process, the key lies in the fundamental change in the teaching thought of teachers and schools. It is necessary for teachers to continuously strengthen their own qualities, improve their business level, set up a "people-oriented" and student centered teaching idea, perfect the stereoscopic teaching methods and means, so as to achieve the desired results. Modern science and technology, especially the development of computer technology and multimedia technology, provide a wide space for the modernization of teaching methods. In the process of innovating teaching and optimizing teaching reform, we should pay attention to the development of multimedia technology and computer network resources, develop and utilize teaching software, make teaching contents and ways from plane to stereoscopic, from static to dynamic, from simple words to graphic and text, to expand teaching space, increase teaching information and improve Teaching efficiency and effectiveness. Through the actual teaching activities to improve the quality of talents.

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