

Application of Task Driven Method in Marketing Teaching Under Flipped Classroom Teaching Mode

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ABSTRACT

Flipped classroom teaching mode and task driven teaching mode, as a new teaching mode under the background of Internet, embody the concept of "student centered". The organic combination of the two modes plays an important role in promoting teaching reform. Flipped classroom teaching mode and task driven teaching mode, as a new teaching mode under the background of Internet, embody the concept of "student centered". The organic combination of the two modes plays an important role in promoting teaching reform. Taking "marketing environment analysis" as an example, this paper analyzes the main steps of implementing task driven method, points out the problems and relevant suggestions that should be paid attention to in marketing teaching under the flipped classroom teaching mode. Taking "marketing environment analysis" as an example, this paper analyzes the main steps of the task driven method implementation, and points out the problems that should be paid attention to in the marketing teaching under the flipped classroom teaching mode proposal.

Keywords: *Flipped classroom, Task driven method, Marketing, Teaching reform.*

1. INTRODUCTION

As a professional basic course, marketing is the cornerstone of marketing, accounting and financial management, which is closely related to students' future study and work. Although the position of the course is very important, the teaching method of "full irrigation" and "transmission type" has been adopted by teachers for a long time in the teaching of marketing [1]. The disadvantages of the teaching method of "totally taking the teacher as the center and the students passively accepting learning" have been studied in the field of education for a long time, which also provides more successful and referential teaching reform experience [2, 3]. As far as the courses of economics and management in application-oriented universities are concerned, marketing has the characteristics of both theoretical and practical. The teaching mode of emphasizing theory and neglecting practice is bound to fail to meet the requirements of application-oriented talents training, while the similar mode of emphasizing skills and neglecting theory in higher vocational colleges is also not suitable for application-oriented undergraduate teaching, and the training of applied talents needs marketing course The reform of teaching methods in

accordance with the standards of undergraduate talents training is carried out.

However, as mentioned above, marketing is an introductory course for freshmen and sophomores. Students do not have the professional knowledge and ability to go deep into enterprise practice, and teaching focuses on theory.

This not only reduces the cultivation of students' application ability, but also easily makes the students of touch screen generation not interested in the major from the beginning of University. Obviously, as a basic course, Marketing needs to be kept up with the development of the society.

In recent years, with the rapid development of the Internet, MOOC, micro class, flipped classroom and other information-based teaching methods are rapidly promoted, and the flipped classroom teaching mode emerges as the times require and is widely used. The so-called "flipped classroom teaching mode" is a teaching mode that combines traditional classroom teaching (offline) with online teaching (online), achieves the teaching effect of complementary advantages, uses diversified and diversified teaching

methods, takes students as the main body, and teachers as the leading to achieve the optimal teaching and learning objectives [4].

The first mock exam focuses on changing the traditional teaching concept and taking students' interest as the core of teaching mode innovation, and ultimately achieving the goal of improving teaching efficiency. The first mock exam is the first grade student. However, the self-learning and research ability of the freshmen is limited. Facing the rich and fragmented online teaching resources, it is easy to create sluggish behavior and lack of effective understanding. Therefore, it is obviously very important for Freshmen's basic course learning that teachers not only "take students as the center", but also exercise students' practical ability by optimizing classroom teaching, timely drive students' learning with "tasks", and timely conduct necessary guidance and summary [5].

Practice shows that the integration of "task driven method" into the flipped classroom teaching mode is more conducive to stimulate students' interest in learning, so that students can "learn in learning" and "learn by doing", integrate teachers' teaching with students' "learning" and "doing", so as to achieve the organic combination of "teaching, learning and doing", so that students can not only learn knowledge and master skills, It also enhances students' ability to think, analyze and solve problems independently [6].

2. TASK DRIVEN APPROACH

Task driven method is a teaching method based on constructivism learning theory. It requires that the traditional teaching idea of imparting knowledge in the past should be transformed into a multidimensional and interactive teaching concept focusing on solving problems and completing tasks through task design and teaching situation creation [7]. Under this concept, the roles of teachers and students are exchanged, and students are the active constructors of the meaning of knowledge. Each student can put forward solutions and solve problems according to their own understanding of problems, so as to better understand knowledge, master knowledge and become the main body of learning. Teachers are the organizers, promoters and guides of teaching [8]. It is not difficult to find that this method has a natural integration with flipped classroom teaching, that is, the teaching subject changes from "Teacher centered" to "student-centered".

3.APPLICATION OF TASK DRIVEN METHOD IN MARKETING TEACHING UNDER FLIPPED CLASSROOM TEACHING MODE

At present, the freshmen in the school are all after 00, and the Internet has become an indispensable part of

their life. How to stimulate students to carry out inquiry learning with the help of the Internet is the thinking of teaching reform of marketing course, which makes it possible to integrate flipped classroom teaching and task driven teaching [9, 10]. Compared with the simple task driven method which lacks the application of Internet technology, the flipped classroom teaching mode can give full play to the advantages of online, offline and various teaching resources. The tools, means and resources of teaching and learning are more diversified, intelligent and convenient. The classroom is no longer limited to the classroom, and the interaction does not have to be in the same space, Students have a broader learning stage, which is more conducive to students' active investment and exploration. This kind of teaching application is of great benefit to improve the comprehensive quality of applied talents.

The focus of task driven method is "task", and the course process is always close to "task" [11]. Taking the application of marketing environment analysis as an example, this paper analyzes the application of task driven teaching method in marketing teaching under the flipped classroom teaching mode.

3.1. Teachers Decompose the Content According to the Characteristics of Online Resources and Design the Course Tasks

Task design is the first step in the implementation of task driven approach, and it is also the key to achieve learning objectives. Under the flipped classroom teaching mode, students should not only exchange learning online, but also think independently offline. According to the characteristics of online and offline flipped classroom teaching, the teacher divides the whole class into task units, and the tasks are designed respectively before class, in class and after class.

3.2. Students as the Main Body to Implement the Task, Teachers to Guide the Process

Flipped classroom teaching has its distinct advantages, especially micro class, micro video and other resources which have the characteristics of knowledge fragmentation. In the task situation, using this feature to guide students to study and explore, and then to process oriented knowledge points gradually connected.

3.2.1. Students Complete the Task before Class and Connect the Related Knowledge Points

The task before class is not only the consolidation of the previous content, but also the transition of the new content. This class will release appropriate test questions in advance through nail group, QQ group or MOOC class. The task is divided into two parts.

The first task before class: give the information about marketing business of an enterprise. The main requirement is to write down the environmental factors according to the marketing direction, and mark \checkmark in the corresponding environmental factors. The purpose is to identify and classify the environmental factors by completing the contact.

Task 2 is taken before class: according to the marketing environment situation of an enterprise, it is required to fill in the environmental analysis matrix, so as to master the basic structure of the environment matrix and the basic methods of environmental analysis. After completing the task, the teacher asked: How to analyze any information in the marketing environment? Imagine if it has a big or small impact on the enterprise? Thus leads to the learning task of this lesson.

3.2.2. Guide Students to Explore Layer by Layer with Progressive Questions and Carry out Deep Learning

Matrix analysis is a common marketing environment analysis method, and it is also the enterprise environment analysis method specified in the teaching materials. This paper introduces the application of student in the teaching of enterprise.

The first step is to simply ask questions to bring the discussion into the new curriculum. As a modern enterprise marketing, the current environment is needed to be judged more scientifically and reasonably. The discussion is limited to 3 minutes, and the discussion results are published in the platform discussion area to stimulate students' interest and guide students to connect the old and new knowledge closely.

The second step is to ask questions step by step to effectively guide students to explore deeply. After summarizing the discussion on the learning platform, the teacher asked the students to quickly draw the corresponding PESTDN classification, switch to a new task scenario, and set the task question, that is, in the current environment, should enterprises increase the price of goods?

Task 3 is to challenge the countermeasure research based on environmental analysis and formulate relevant countermeasures.

With the help of the section of "marketing materials" and "marketing materials", teachers can also encourage students to exchange their learning materials while discussing in groups. During the discussion, each student talked about his own ideas, and the group completed a "task" of his group and released it on the learning platform. After all the groups are completed, let each group evaluate each other first to find out the group with errors. Then the group with errors explains the filling method of this group, and other team

members correct the mistakes and give reasons. Finally, one student analyzed the correct matrix and summarized how to fill in the matrix table.

3.2.3. Teachers Can Effectively Supervise and Supervise Online and Evaluate the Completion of "Tasks"

Task driven approach focuses on promoting students' autonomous exploratory learning, which is a popular teaching mode for the vast majority of students. However, for the students who are too dependent on teachers, weak in autonomous exploration ability, weak in self-discipline and weak in learning foundation, task driven method will lose its due significance if it lacks effective guidance and monitoring [11].

The process supervision of the task is the guarantee to ensure the good completion of the task. Teachers should fully consider all kinds of possible problems in the task driving, and conduct timely supervision and guidance in each task link. For the pre class tasks, analyze and master the situation through the test questions submitted by students, and timely answer the students' puzzles; for tasks 1, 2, and 3 in the class, supervise and urge the group as a unit to check the learning progress and the participation in the group discussion, and randomly take the task results completed by a group member independently, and urge the underachievers to catch up[12].

It is necessary to maintain students' enthusiasm and confidence in learning, and fully affirm their performance and encourage them. Teachers can use different methods to evaluate students' performance, but sometimes the oral evaluation is biased. It can be measured from the aspects of participation attitude, cooperation spirit, application ability and completion status. The results are synthesized by group self-evaluation and teacher evaluation [13].

On the contrary, for students with negative attitude, the appropriate group collective reverse deduction is implemented to show punishment and promote students to develop good team spirit.

3.3. Strengthen the Flipped Classroom Teaching Short Board, Series Tasks to Form a Systematic Summary, Check and Make up for Deficiencies

Flipped classroom teaching is fragmented and concise in knowledge presentation. Under the flipped classroom teaching mode, the students with strong learning ability can get twice the result with half the effort, but the students with weak learning ability may get twice the result with half the effort. It is inevitable that there is a situation that "task" cannot stimulate students. For the teaching of marketing in

application-oriented universities, students should not only master marketing professional skills, but also have a solid marketing basic theory, understand how to do it and why to do it. Therefore, at the end of the "task", we should sort out the knowledge according to the task points and form a systematic summary [14]. The contents that cannot be explained in depth in the online course are supplemented. The key and difficult points are analyzed with examples, and the common mistakes in the implementation of the task are mainly explained, so that the students with strong ability have the desire to extend their learning independently, and the weak students can find and make up for the deficiencies in time, so as to ensure the achievement of teaching objectives.

3.4. Follow up the Task in Time after Class, Strengthen and Consolidate Knowledge and Ability

In addition to classroom teaching, the quality of teaching is also an important factor. In order to effectively consolidate the "task" point of the classroom, to upgrade "learning to do" to "learning to do", and then to consolidate the long-term "skilled doing" ability, it is inseparable from the continuation and consolidation of teachers' after-school tasks. After class tasks will be released immediately after class, so that students can strike while the iron is hot. Students can complete appropriate chapter test questions and comprehensive training questions after class, summarize the chapter content in the form of mind map, and internalize the understanding and memory of chapter knowledge, and then the teaching goal can be considered as completed successfully [15].

4. PROBLEMS IN THE APPLICATION OF "TASK DRIVEN METHOD" IN FLIPPED CLASSROOM TEACHING MODE

Practice has proved that in the teaching of marketing, the implementation of the task driven method of "taking the task as the main line, teachers as the leading role and students as the main body" is a "student-centered" teaching mode which can effectively stimulate students' interest in learning. It can better cultivate students' Autonomous Learning ability and cooperative learning spirit, and also cultivate students' professional interest and professional practice ability power. However, in the flipped classroom teaching mode, teachers should pay attention to the following three aspects.

First, we should fully grasp the characteristics of "learning emotion" and "class emotion". Any teaching design aims at serving the students and training the talents. The goal of talent training can be realized through the teaching objectives. Teachers must fully

grasp the characteristics of the course and the actual situation of students, fully consider the characteristics of students' cultural foundation, cognitive ability, age, interest preference, etc., and make full use of the background of college students after "00" as the Internet aborigines. In the task design, we should not only closely follow the requirements of curriculum objectives, but also give full play to the students' strengths, guide them according to the situation and teach students according to their aptitude, Design "task" according to material.

Second, the task design should not only be easy and appropriate, but also enlarge the advantages of the Internet, reflecting the interest and challenge. The completion of the task should first stimulate students' interest, then guide them to take reasonable methods, and finally encourage them to overcome difficulties and surpass themselves. The author thinks that the students of touch screen generation have a natural affinity for games, and the task driven method under flipped classroom teaching mode is to design and drive students to participate in a game similar to the task of conquering. For most students, they generally have the psychology of winning in the game competition. Therefore, teachers set tasks according to the thinking of playing games, and let students take the learning of teaching content as the process of passing customs and fighting strange things. Only by fighting independently and strengthening team cooperation can they better complete the "task". Taking the thought of digging gold games as an example, the teaching goal is to let students master professional theories and methods. Task driven method is equivalent to taking students to face a gold mine and asking them to mine by themselves. Each "task" is a mine of different sizes. If a simple task is compared to a small piece of gold, and a difficult one is compared to a large one, the teacher's responsibility is to guide the students to grasp these with their own efforts Gold nuggets. For teachers, if a "task" is given to students at the beginning of the game that is difficult to complete, just like digging a huge piece of gold and stone completely beyond their ability at the beginning, even if they have enthusiasm, they can't finish it. Finally, they have to give up in despair, and their interest in mining will be greatly weakened. Therefore, teachers should scientifically divide the teaching objectives into a number of small tasks in the task design. The difficulty of task setting should be in line with the students' reality, and the task should be interesting and challenging, so that students can get a full sense of achievement in relaxed learning.

Third, pay attention to the establishment of process evaluation mechanism. Under the background of the Internet, students' learning methods and learning methods are diversified, and online short videos and fragmentary resources are more suitable for students to use their spare time to carry out online learning. Under

the flipped classroom teaching mode, marketing assessment should be more diversified. For a long time, the course of marketing adopts the comprehensive assessment method of final examination and usual performance. Under the flipped classroom teaching mode, too many traditional evaluation and assessment restrictions should be broken. In particular, the task driven process assessment should be increased, the proportion of process assessment should be increased, the application ability, problem analysis and problem-solving ability of students should be included in the evaluation and assessment, and the appropriate proportion score of students' self-evaluation should be given, which is more conducive to the improvement of students' learning ability.

5. CONCLUSION

Each teaching mode has more or less shortcomings. The combination of flipped classroom teaching and task driven method in marketing teaching practice can not only fully reflect the advantages of flipped classroom teaching mode, but also better highlight the "inquiry" characteristics of task driven method, so that the two complement each other. In the cultivation of application-oriented undergraduate talents, the integration of task driven method in flipped classroom teaching mode is not only conducive to the teachers to play the role of guidance, inspiration and monitoring in the teaching process, but also conducive to the full play of the initiative of students as learning subjects, and more conducive to the cultivation of students' innovation ability, self-learning ability and comprehensive application ability. Any teaching mode reform serves the goal of talent training. For application-oriented majors, integrating task driven method into flipped classroom teaching mode is a good teaching reform idea, which can also improve students' application ability and cultivate their team spirit.

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