



Research on the Paths and Methods of Carrying out Specialized and Creative Integration Curriculum Construction in Higher Vocational Colleges and Universities

--Taking the Reform of “Marketing Technology” Course as an Example

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Abstract. The implementation of the specialized and creative fusion curriculum reform in higher vocational colleges and universities is conducive to the development of innovative and entrepreneurial awareness, spirit and ability while students continue to improve their professional abilities. In this paper, taking the core course “Marketing Technology” in the higher vocational marketing major as an example, combining the reform of the specialization fusion course with the rural revitalization of the local region, and taking the five regional 10 billion agricultural industries as the implementation scenario of the course reform, we discuss the construction idea of the specialization fusion course, the construction of the teaching content, the design of the teaching mode, as well as the implementation and evaluation of the teaching process, etc., so as to put forward the systematic paths and methods of the specialization fusion course reform, and to form a methodology with universal and reference value. It will discuss the construction idea of the specialized and creative integration course, the teaching content construction, the teaching mode design, and the implementation and evaluation of the teaching process, so as to put forward a systematic path and methodology of the specialized and creative integration course reform, and to form a methodological guideline with universal applicability and reference value.

Keywords: Specialized and Creative integration; curriculum development; marketing techniques; pathways; methods

1 Introduction

The close integration of professional education and innovation and entrepreneurship education is not only an important part of the deepening reform of vocational education, but also a key initiative to cultivate talents with high-quality and applied skills,

and thus to enhance the competitiveness of fresh graduates in employment [1].2021, the State Council issued the Guiding Opinions on Further Supporting College Students to Innovate and Entrepreneurship (State Council [2021] No. 35), which proposed to building a new form of innovation and entrepreneurship-oriented talent cultivation system, and emphasized the importance of developing a series of innovation and entrepreneurship education courses that are characteristic and exemplary [2][3]. By integrating the educational concept of specialization and innovation into professional teaching, students can not only effectively improve their professional skills and knowledge, but also cultivate the cognition, attitude and practical ability of innovation and entrepreneurship at the same time. This kind of compound quality talent cultivation mode can help students form a greater competitive advantage in their future career. Different courses focus on different methods and ideas of integration of specialization and entrepreneurship [4]. In the curriculum system of marketing majors in higher vocational colleges and universities, Marketing Technology is a core course, which directly serves the cultivation of knowledge and skills required for positions such as sales representatives or consultants in the field of sales, and focuses on cultivating the students' practical abilities in customer development, customer approach and sales problem solving, which are also indispensable to students' innovation and entrepreneurship in the future. This paper takes the course of Marketing Technology as an example, and discusses and analyzes the construction idea of the specialization-creation fusion course, the construction of teaching content, the teaching design and implementation, as well as the assessment and evaluation of the teaching effect, so as to put forward the systematic path and method of the reform of the specialization-creation fusion course, and to form a methodological guideline of universal applicability and reference value.

2 “Marketing Technology” Specialization and Integration of the Construction of the Idea of the Course

2.1 Explore the Teaching Mode of the Course with the Scenario of Regional “Five Ten-billion” Agricultural Industry

The innovation of this course lies in combining the construction of the course with the rural revitalization of Qingyuan City, Guangdong Province, with the goal of serving the regional economic development, and by combining diversified teaching strategies and actual sales experience, not only focusing on improving students' sales skills, but also paying more attention to stimulating their entrepreneurial spirit and innovation ability.

(1) Integrate the practical cases of industry experts into the teaching process: professionals in the field of agricultural products sales in Qingyuan area are hired as part-time tutors outside the university, and real successful cases of marketing are introduced into the teaching, so that the students, while mastering the basic marketing skills, are able to get in touch with the latest development trend of the industry and learn the innovative thinking and strategies behind these successful cases.

(2) Enhancement of Comprehensive Ability in Practical Project Training: Under the careful guidance of professional instructors, students will be directly involved in actual cases of agricultural products marketing, so as to gain experience and skills in marketing agricultural products in the whole industry chain from farmland to market. This kind of practical experience not only enables students to deeply realize the importance of marketing skills in promoting the sales of agricultural products, but also effectively enhances their ability to deal with actual sales problems and challenges.

(3) Cultivation of Innovation Ability and Entrepreneurial Spirit: The core concepts of innovation and entrepreneurship education are integrated into the curriculum design. In the teaching implementation, in addition to teaching students the basics of agricultural product marketing, they are further guided to participate in the design of the agricultural product marketing process and market strategy planning. Students are encouraged to actively participate in the practical activities of rural revitalization, and the dual-creation teaching content is designed for Qingyuan's five ten-billion-dollar agricultural product distribution operations, in terms of branding and promotion of regional characteristic agricultural products, so as to enhance students' market analysis ability and business development skills.

2.2 Strengthening Sales Skills and Professionalism Through Diversified Scientific Evaluation

Under the background of dual-creation (innovation and entrepreneurship) integration, the main feature of this course is that it is centered on the sales process of agricultural products, with "value-led, project-oriented, task-driven" as the design idea, the real sales position is docked to the practice of agricultural products sales projects, and the practice of sales projects is docked to the real sales process. The design of course assessment and evaluation should reflect the comprehensive, practical and innovative ideas.

(1) The assessment comprehensively covers all key aspects of sales: based on the concept of integration of specialization and creativity, the design of the course evaluation system needs to reflect the comprehensive, practical and innovative features. The evaluation system takes into full consideration all the important aspects of the sales process, including but not limited to promotion preparation, customer development, negotiation skills, objection resolution and closing promotion and other traditional skill areas. In addition, the course also emphasizes the cultivation of students' innovative and entrepreneurial thinking in agricultural marketing.

(2) Enhance the assessment of practical skills: Simulated sales scenarios, participation in real projects or through cooperation between schools and enterprises are used to measure students' performance in real sales environments and the results they have achieved, thus enhancing their ability to cope with practical challenges. In addition, innovation and entrepreneurship should be incorporated to motivate students to come up with new sales strategies, develop new markets for agricultural products or use digital tools to improve the sales process.

(3) Adopt a multi-dimensional evaluation method: In the evaluation process, a variety of information sources such as self-evaluation, peer assessment, teacher assess-

ment and feedback from enterprises are comprehensively utilized to ensure the fairness, objectivity and comprehensiveness of the evaluation system. Special emphasis is placed on the assessment of students' problem-solving ability in actual sales situations, so as to promote the simultaneous enhancement of their marketing skills and innovative spirit, and lay a solid foundation for their future careers.

3 Teaching Design of the Specialized Innovation Integration Course of Marketing Technology

3.1 Constructing a Multi-dimensional Course Teaching System - Integrating Innovation and Entrepreneurship Elements to Create a Fusion Training Program of Ideology and Dual-venture

(1) Serving the country's rural revitalization strategy: this course closely focuses on the theme of rural revitalization, aiming to stimulate students' innovative spirit and entrepreneurial ability, and at the same time, deepen their understanding of assuming social responsibility and mission.

(2) Promote the development of regional industries: utilizing the agricultural resources in Qingyuan, the course guides students to participate in innovative and entrepreneurial activities, enhances their marketing skills, and promotes the growth of the local economy.

(3) Conform to the school's orientation: Based on the school's educational characteristics, develop innovation and entrepreneurship practice cases that reflect the characteristics of regional industrial development, so as to enhance students' understanding of local industries and their ability to serve the society.

(4) Enhance the quality of marketing education: through teaching target customer analysis, business negotiation and sales strategy, students' entrepreneurial and innovative ability, service consciousness and creative thinking are comprehensively enhanced.

(5) Emphasize the growth of students' personal ability: in terms of personal ability growth, strengthen the cultivation of teamwork, communication skills and professional ethics, and closely integrate students' personal growth with the requirements of innovation and entrepreneurship.

3.2 Practical Exploration of “Three-dimensional, Four-dimensional and Five-step” Teaching Mode - Value-led and Project-driven as the Basis of Innovation

According to the “Qingyuan City to build five ten billion agricultural industry implementation plan (2021-2025)” issued by the Qingyuan Municipal Government, the teaching team of this course is committed to serving rural revitalization and regional economic development, and through the course platform, teachers and students work together to carry out practical projects to help farmers, to help the development of the new countryside, and to deeply implement the fundamental task of cultivating people

with moral character. The course is based on the main theme of “Rural Revitalization, Helping Farmers to Sell”, and organizes teaching activities in the context of moral education, labor skills and innovation. Adhering to the principle of student-centeredness, we have constructed a “four classrooms” with the integration of ideology and politics, the synergy of school and enterprise resources, the integration of post-course, certificate and competition, and the three-dimensional evaluation and assessment. In addition, we focus on cultivating students' active inquiry spirit, practical operation ability and innovative transformation ability through the five-stage progressive teaching method of “enter, know, learn, practice and strengthen”. Based on the above concepts, this course has been explored for three years of practical teaching, and a set of more scientific and feasible teaching mode has been formed, which lays a solid foundation for cultivating professionals in the field of marketing who have both moral quality and professional skills, and also provides valuable reference guidelines for the teaching of similar courses.

3.3 Try “Multiple Integration” Assessment and Evaluation - to Cultivate High-quality Talents with Real-world Sales Experience and Innovative Thinking

In the teaching process, we make full use of the online teaching resource library to closely integrate the certification of Internet marketer and new media marketing and other related skills with the competition content, and deepen the integration mode of “post-course-competition-certification”. The aim is to create a comprehensive platform integrating learning, practice, assessment and application, so as to realize the systematization and scientization of training, competition and evaluation pathways. The course not only attaches importance to the transformation of the actual results of the sales project, but also takes the promotion of “Yingde black tea” project as a case study through the platform of “Qingyuan Rural Revitalization”, and takes brand publicity and product sales as an important basis for the assessment; moreover, it has especially added the requirement of students' innovation ability in the assessment system, encouraging students to develop their innovation ability. In addition, the assessment system specifically includes the requirement of students' innovation ability, encouraging them to apply what they have learned to design and implement innovative and feasible entrepreneurial programs, such as setting up an e-commerce platform for agricultural products or planning a special rural tourism project, etc., which are also key elements of the course evaluation. The course has also reformed the traditional “exercise book” homework submission method, and the evaluation system has changed from a single teacher-led system to a diversified evaluation mechanism involving students, teachers and business mentors.

4 Teaching and Learning Implementation of a Specialized and Integrated Course in Marketing Technology

4.1 Innovative Practice

(1) Strengthening the leadership of ideology and politics, integrating professional and innovative education, and helping to cultivate talents for rural revitalization

With the core objective of promoting the comprehensive development of rural economy and assisting rural revitalization, this course carries out professional teaching and innovation and entrepreneurship practice activities with the sales of special agricultural products in Qingyuan as the teaching scenario, encouraging students to go on field trips in the countryside, use the marketing knowledge they have learned to accurately locate the market, and enhance the competitiveness of the market of local agricultural products in Qingyuan. The program also supports students to explore entrepreneurial projects in the fields of deep processing of agricultural products and rural tourism, combining theoretical learning with practical operation to stimulate students' enthusiasm for innovation and entrepreneurship. Through the regular organization of professional seminars, current affairs seminars and other forms of activities, focusing on the branding of agricultural products, rural cultural heritage protection and inheritance and other topics to carry out exchanges and discussions, in the process of natural penetration of the course of the elements of the ideological and political elements, so that the students in the mastery of solid professional skills at the same time, but also a deep understanding of the importance of the revitalization of the countryside, and thus enhance their sense of responsibility for the country and the community and a sense of mission! In this way, students can achieve the dual purpose of cultivating ability and shaping character at the same time.

(2) Teaching reform empowers students to improve their marketing skills, and the results of skill competitions are outstanding.

In the teaching process, we integrate the elements of ideology and innovation and entrepreneurship concepts in a hierarchical and focused way, so as to realize the organic combination of students' value shaping and professional skills learning, and effectively solve the problems in traditional teaching. Since the implementation of the course reform, significant results have been achieved, our marketing students not only stood out in the national and provincial professional skills competitions, winning a number of honors, including the first prize in the provincial marketing skills competition, the first prize in the National University Students' New Media Innovation and Creativity Competition, but also the courage to explore in practice, and successfully launched such as the "Green Fields In addition, we have explored in practice and successfully launched a series of entrepreneurial projects related to agricultural products, such as "Green Garden" and "Live Marketing with Goods". These projects not only produce certain economic benefits and play a role in helping farmers, but also achieve outstanding results in cultivating students' innovative spirit and sense of social responsibility.

(3) Teaching reform has been effective, and the employment quality of marketing graduates has been steadily improved.

This course adopts the teaching mode of “Civic and Political Elements + Dual Creative Thinking + Professional Skills”, which not only enhances the technical ability of students in the professional field, but also pays attention to the cultivation of their innovative consciousness and professional ethics, so as to make them better satisfy the all-round demand for marketing talents of modern enterprises, and the graduates are able to adapt to the workplaces quickly, and with efficient work performance and remarkable achievements. Graduates are able to adapt to the workplace quickly and are highly recognized by employers for their efficient work performance, significant entrepreneurial potential and high professional ethics. In the past three years, the employment rate of our marketing majors has been maintained at a high level of 99.53%. Employers have highly evaluated the professional ability and innovative spirit of our graduates and expressed their strong willingness to cooperate with us, hoping to further optimize the talent training program and delivery mechanism through deeper school-enterprise cooperation in the future, so as to jointly promote the marketing education and innovative entrepreneurial activities to a new height.

4.2 Teaching Methods

This course integrates the use of heuristic learning, inquiry-based learning and project-driven teaching methods, aiming to comprehensively improve students' sales skills and innovation ability.

(1) Heuristic teaching

Heuristic teaching can effectively make up for the problems of low motivation and low participation of students that exist in the traditional lecture method [5]. In this case, heuristic teaching can effectively stimulate students' learning enthusiasm and innovation potential through teachers' questions, scenario design and thought guidance. For example, when discussing the analysis of customer consumption behavior and market demand positioning, the teacher, through carefully conceived questions, prompts students to start from the customer's point of view, in-depth excavation of the nature of customer demand and its behavioral characteristics, this process not only deepens students' understanding of the theoretical basis of Marketing Technology, but also strengthens their analysis of the problem and the ability to make judgments. In addition, the interactive discussions in the classroom encourage students to share their views, which helps students to grasp the core points of Marketing Technology and its practical application more comprehensively.

(2) Inquiry-based Teaching

Inquiry-based teaching focuses on cultivating students' independent learning ability and the spirit of in-depth exploration through inquiry-based case analysis [6]. For example, in the teaching of the actual challenges in marketing and how to effectively deal with customer feedback and other real-life scenarios, students are encouraged to take the initiative to participate in, in-depth analysis and creatively put forward the solution strategy, so as to promote the development of their systematic thinking and innovation ability. Combined with the latest industry trends and actual marketing

cases, students are able to better understand the evolution of market changes and consumer demand, thus improving their adaptability in the changing market environment in the future.

(3) Project-driven teaching

The project-driven teaching mode is based on practical projects, and students are assigned specific tasks to develop their practical ability and teamwork spirit [7]. In this process, students need to work together to develop marketing strategies, simulate marketing activities, and evaluate and feedback on the implementation results. This teaching mode not only emphasizes the practical application of skills, but also allows students to fully experience the sales process in role-playing, thus enhancing their resilience in real situations. In the teaching process, teachers provide timely guidance according to the specific needs of the project, implement targeted practical training to ensure that students can continue to improve their professional ability.

(4) Case discussion and role-playing

This course is designed to analyze typical sales cases, aiming at prompting students to explore the key issues and solution strategies in the sales process. Through role-playing activities, students simulate the interaction between customers and salespersons, enabling them to experience the application of communication skills and psychological strategies, thus effectively enhancing their ability to understand and respond appropriately to customers' needs. This not only strengthens the communication and interaction within the classroom, but also helps students to skillfully utilize the sales skills they have learned in a situation close to the actual working environment, thus comprehensively enhancing their professionalism.

(5) Teamwork

In the teaching process, students are encouraged to plan marketing strategies, perform related tasks and carry out self-evaluation through project-oriented grouping. Each group has a clear assignment of responsibilities, which ensures the implementation of individual tasks and effectively promotes the development of communication skills and collaboration. In the process of role-playing and executing specific tasks, students learned how to work together efficiently and effectively, enhancing their abilities in team management and coordination. The whole teaching process emphasizes the close cooperation between teams, aiming to let students learn to help each other in real sales activities, work together to overcome difficulties, and ultimately achieve common goals.

5 Teaching and Learning Implementation of a Specialized and Integrated Course in Marketing Technology

The assessment of this course adopts a diversified evaluation mechanism, combining process, outcome and value-added assessment methods, aiming at comprehensively and scientifically examining the overall performance of students in terms of their mastery of sales knowledge, practical skills as well as innovation ability. This systematic evaluation and assessment method can accurately reflect the true level of students' performance in classroom learning, project execution and innovative activi-

ties, which in turn stimulates their interest in independent exploration and teamwork spirit and ensures that each student is able to make steady progress towards the established learning goals.

(1) Process Evaluation

Process evaluation aims to continuously track students' participation, level of effort and their motivation throughout the learning process [8]. This type of assessment focuses on students' interactions in the classroom, including the frequency of their participation in discussions, their initiative, and the quality of their answers to questions, which is particularly critical in sales case studies and problem-solving activities. In addition, the evaluation system also takes into account students' role allocation, task execution status and individual contribution during the project implementation, as a way to motivate students to maintain good learning attitudes, as well as to cultivate their teamwork spirit and sense of personal responsibility, to ensure that each student demonstrates a high degree of responsibility and active participation in the collective work.

(2) Outcome-based Evaluation

Outcome-based assessment is conducted at the end of the course to comprehensively test students' mastery of core knowledge and skills in product promotion and their application in actual sales. Students are required to submit a sales case study report or business plan to discuss the key issues in the key aspects of customer search, negotiation skills and objection handling. Combined with the experience of real sales projects in which they have personally participated, a series of important performance indicators, such as sales volume, conversion rate, customer satisfaction, etc., are included in the scope of the assessment, which intuitively reflects their market insights, customer relationship management skills and real-world sales effectiveness. In addition, in the sales presentation or defense process, students are required to clearly explain the uniqueness and implementation possibilities of the sales strategy in response to questions, further examining their ability to control the entire project, logical thinking, and the ability to transform theoretical knowledge into actual sales results.

(3) Value-added Evaluation

Value-added evaluation is a form of educational evaluation that judges students' progress by the value-added changes in their growth process [9]. This evaluation focuses on the students' innovation and personal development, including their performance in marketing skills competitions and innovation and entrepreneurship competitions, the innovative design of their sales pitch projects, and their creative thinking in the process of selling their products. The competitions in which students participated during the course, especially their ability to work in teams and come up with innovative solutions, are one of the key indicators of the evaluation. The design of the sales pitch project is an effective measure of students' creativity and market insights, while the branding or business plan is a direct reflection of their innovative spirit. The purpose of value-added assessment is to motivate students to make full use of their strengths in team activities and pursue progress in continuous learning and practice, so as to realize the enhancement and development of their self-worth.

6 Conclusion and Recommendation

The integration of specialization is a natural move for vocational colleges and universities to serve the important national and regional strategies and comply with the industrial development, and it is also the key to solving the problem of high-quality employment of college graduates in higher vocational colleges and universities [10]. In this paper, we take the core course “Marketing Technology” of higher vocational marketing as an example to explore how to combine the course with the local rural revitalization strategy, and design the teaching content of the relevant agricultural products marketing process according to the strategic goal of building five ten billion agricultural clusters and promoting rural revitalization put forward by the government of Qingyuan City, Guangdong Province, and the teaching of the course includes all the six key links from the pre-preparation to the final transaction: Market research, potential customer identification, initial contact, negotiation, objection handling, and deal-making. In the teaching implementation of this course, the teaching concept of specialization and innovation integration is fully reflected, and the teaching links are closely integrated with the business scenarios of innovation and entrepreneurship, so that the students can achieve the learning objectives of this course in the environment of innovation and entrepreneurship.

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