

# Exploration and Analysis of Practical Teaching Mode of Marketing Major in Higher Vocational Colleges

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**Keywords:** Practical teaching; Marketing; Higher vocational colleges

**Abstract.** Marketing major teaching should highlight practicalness to meet demand of human resource market for applied talents. This paper analyzes the problems in practical teaching of marketing major in higher vocational colleges and combines practical conditions of higher vocational colleges to propose countermeasures of practical teaching innovation mode of marketing.

## Introduction

As social development and technological progress, market competitions become increasingly fierce. Enterprises pay attention to actual operation ability and comprehensive quality of marketing talents. They not just focus on the diploma of marketing talents, but also attach importance to the ability to apply knowledge in practical work. Marketing major teaching should actively explore project marketing skill course and highlight students' marketing ability cultivation. In accordance with post requirements for marketing major graduates, specialized course and practical teaching system is constructed.

## Practical teaching status of marketing major in higher vocational colleges

### Practical teaching materials do not adapt development need

At present, higher vocational colleges generally adopt the teaching mode which combines theory and practice. The proportion of theory course class hour and practice course class is 45: 55. Practical teaching can give full play to the interaction role of teaching and learning and improve students' practical ability. Marketing major is a systematic discipline with strong practicalness, but most higher vocational colleges have no entirely independent teaching materials related to practical teaching for marketing major. Practical teaching materials are dominated by self-preparation. There is too much theoretical knowledge. The teaching materials fail to combine actual needs of market and lack marketing features. Practical teaching and training contents are insufficient. Students' subject role is not fully exerted. Part practical teaching contents fail to reflect new trends and new contents with market changes from course setting to teaching contents. So, they deviate from expected goal and influence professional teaching effects.

### Practical teaching method is single

Practical teaching method is single and lays emphasis on textbook knowledge teaching. Although role play and situation simulation are adopted, theory is disconnected with practice. This goes against cultivation of students' application ability and innovation ability. Influenced by practical training resource, practical training tutors fail to plan practical ability of practical training students. Practical training course also becomes a technological course and lacks sufficient practical training. It is hard to help students deeply know enterprises' marketing practice. There is still a large gap with practical needs of marketing talents.

### Practical teaching teachers have no sufficient experience

Among marketing major teachers in higher vocational colleges, most teachers lack front-line work experience in marketing. Without the support of practical work background, it is difficult to correctly guide students. Teachers cannot mobilize students' enthusiasm in teaching organization process, and teaching effects are too poor. There is short of means and measures in vocational skill training and vocational ability cultivation in terms of teaching implementation.

### **It is necessary to further perfect construction of practice base**

When higher vocational colleges are formulating talent cultivation program, although they stress connection of theory and practice in teaching, arrange practical training and substituted post exercitation and establish off-campus internship base with enterprises, these still rest on the form. Students do not really go to the base for internship. Due to few funds and field limitation, it is hard to reach practical teaching requirements of corresponding practical training base construction and practical teaching implementation.

### **Practical teaching contents of marketing major in higher vocational colleges**

Practical teaching course content system is constructed with comprehensive marketing ability cultivation as the starting point and the purpose of highlighting skills and post demands. In accordance with post requirements for marketing major graduates, practical teaching course system construction is mainly reformed from the following three aspects:

Firstly, courses are set up according to marketing skills. Based on deep analysis of vocational post, core competence of marketing major is extracted, i.e. marketing operation ability and marketing management ability. Aiming at cultivation of marketing operation ability, market research and prediction, consumer psychology, marketing planning practice, advertising principles and practices, business etiquette, business negotiation and marketing practice are set up. In allusion to cultivation of marketing management ability, marketing, marketing management, customer relation management and chain operation management are set up.

Secondly, on-campus practice of specialized courses is valued. For example, Business Etiquette regards business activity planning and practical skills as the main cultivation objective, adopts unit module and project teaching, and emphasizes etiquette standard training. In each module, teaching task is arranged with a complete business activity as a unit. In each task, the key skills to support the business activity serve as key teaching points. The teaching requirement is achieved through learning and training skill points to reflect application of knowledge. Business Negotiation requires students participating in case discussion and business negotiation practical training. Marketing Practice guides students to adopt situational teaching method and role play method to simulate sales behaviors. Customer Relation Management requires students conducting field survey of some shopping malls in groups and pointing out CEM system application of these shopping malls. Members in each group are required to narrate survey experience and properly evaluate after-sales service system of shopping malls in this survey. Then, teachers evaluate the outcomes.

Thirdly, marketing practice is conducted to combine theory and practice. More practice opportunities are provided for students to enhance their application ability. For instance, Marketing Cognition Training cooperates with Hubei entrepreneurial incubator demonstration base for college students. Students receive marketing practice at the base for 32 learning hours. Marketing Management utilizes practical training to carry out product sales. This course arranges one-week special practical training. About Take 5-promotion scheme design, the class is set as sales department. Three local companies are set under the sales department. The campus is divided into three regions. Each region is engaged in sales of a product. The company in each region consists of 5-6 students. Performance comparison and summary among regions are carried out. Such practical teaching mode in real working environment can set up a platform for students so that students can find their potential and excavate their potential. Besides, knowledge learning in classroom can be tested in practice. The doubts in work can be discussed in classroom. This can really combine theory and practice and improve students' comprehensive ability and professional quality.

## **Practical teaching suggestions and countermeasures for marketing major in higher vocational colleges**

### **To establish “dual-type” high-skill teaching team**

The key to practical teaching is to establish a “dual-type” high-skill teaching team, i.e. a “dual-type” teaching team with good ideological quality, excellent business quality, high academic level and strong teaching and practice application. Practical teaching of marketing major requires teachers owning certain marketing practice, strong field marketing management ability and knowing well a series of processes, i.e. “marketing post analysis →marketing course objective analysis →organization of marketing course →implementation of marketing course →marketing course evaluation”.

Teaching team building should form benign interactions of on-campus resource circulation and off-campus resource circulation. Existing on-job professional teaching team is dominated. Part-time teaching team building should increase properly to ensure realization of practical teaching objective. Specific construction measures are reflected in the following: 1) create conditions and arrange teachers to take a temporary post in enterprises, to participate in enterprise operation and management activities and to enhance teachers’ professional application ability; 2) employ enterprise marketing managers or famous practical marketing experts as part-time teachers, gradually form a high-quality “dual-type” teaching team which combines “specialty” and “application” and ensure close combination of practical teaching theory and practice; 3) pay attention to introduction of professional talents, provide teaching force guarantee for practical teaching and introduce professional technical personnel with work experience and solid theoretical foundation.

### **To reform practical teaching materials with market demand as orientation**

To reform existing practical teaching mode, firstly, promotion of students’ comprehensive practice ability serves as practical teaching objective and deems marketing skill demand of enterprises as reformation basis to innovate and reform marketing teaching materials. Teaching materials should integrate teaching, training and innovation and design teaching contents from three levels: basic practice, professional practice and comprehensive practice. Practical teaching materials of higher vocational colleges should highlight occupational pertinence, lay emphasis on linking theory and practice, combine knowledge transference and ability training, deepen and consolidate professional theoretical knowledge in practice. Higher vocational colleges should support teachers for teaching material reformation, and reward published practical teaching materials to stimulate teachers to take active part in reformation of practical teaching materials.

### **Practical teaching means and methods with professional ability training as orientation**

Practical teaching aims to train students’ operational ability, problem-solving ability and knowledge application ability. In accordance with post requirements for marketing major graduates, specialized course and practical teaching system is constructed. Case analysis method, heuristic teaching mode, situational simulation teaching method, laboratory simulation teaching method, social part-time teaching method and marketing practice teaching method are adopted to highlight cultivation of students’ marketing ability. For instance, Marketing Management takes cultivation of students’ application ability as the principal line and adopts module project teaching, case analysis, situation demonstration and goods sales competition to fully mobilize students’ learning interest. In practical teaching, course orientation of Marketing Management is students’ development post (marketing executive and marketing manager) and serves for students’ development service. Course teaching objective is to make students familiar with post requirements of marketing manager with projects as the carrier, complete preparation of sales plan under the guidance of teachers, build marketing organization, divide sales region, recruit and train marketing personnel, motivate marketing personnel, design salary system and finish such learning tasks as customer relation management, customer service management and point-of-sale terminal management.

### **To establish flexible and diversified internship base with employment as orientation**

To implement and deepen practical teaching, colleges should increase fund input. On the one hand, colleges should enhance on-campus laboratory construction; on the other hand, colleges and

enterprises need to deeply cooperate to set up off-campus internship base, establish practical training laboratory for marketing and apply marketing sand-table analog system. This can guide students to participate in a complex marketing simulation process, deepen understanding and application of marketing concept and method. In this way, students can gain marketing knowledge in relaxing environment. Flexible and diversified forms should be adopted for off-campus internship base, which is beneficial to students' social contact and can effectively mobilize students' internship initiative, establish wide connection with government sectors, state-owned enterprises and private enterprises in a multi-channel and multi-form way, make students reach internship purpose and meet enterprise's demand for marketing personnel.

### **To update ideas and reform practical teaching evaluation mode**

It is found from teaching practice that in current stage, students in higher vocational colleges have poor self-study ability and poor self-control ability. To train students' innovation and practice spirit and break dogma-type theory teaching and corresponding single examination method, more flexible and diversified examination system should be adopted. Comprehensive evaluation is given on the basis of practical working ability and professional theory application. For example, Market Research and Prediction and Marketing Planning Practice adopt the following methods: comprehensive independent evaluation in groups; each class is divided into four teams and evaluation is conducted from 6 aspects: 1) teamwork ability; 2) teamwork efficiency; 3) professional skill and theory mastery of teams; 4) individual attitude; 5) individual operation ability; 6) individual professional skill and theory mastery. The evaluation mode is as follows: teaching contents are divided into N projects in each semester; proportion of each project is divided according to the importance; project score involves group performance and individual performance; group performance includes peer assessment and teachers' evaluation; individual performance is evaluated by a group. The formulas are as follows: (1) group performance grade: excellent (90-75), favorable (80-65), qualified (70-75) and disqualified (60-45); (2) individual performance grade: excellent (90-75), favorable (80-65), qualified (70-75) and disqualified (60-45); (3) individual performance grade index of each group: excellent (1-2), favorable (2-4), qualified (unlimited) and disqualified (unlimited); (4) total score =  $\sum \{ (\text{group} * 50\% + \text{individual} * 50\%) * N_i\}$ . The course is evaluated according to hundred-mark system. 60 scores mean "qualified". Formative evaluation and summative evaluation are adopted in module evaluation. 4:6 is suggested. Formative evaluation refers to evaluation of students' learning attitude and assignment completion in teaching process; summative evaluation refers to evaluation of students' overall skills when teaching module ends.

### **Acknowledgments**

This paper is a part of project approval topic "study on practical teaching mode of marketing major in higher vocational colleges" in 2013 in "the 12<sup>th</sup> Five-year Plan" of Hubei science of education (project No.: 2013B288)

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