

Competency-oriented Curriculum Group Construction: A Case Study of Marketing Curriculum Group Construction in Beijing Union University

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Abstract—Taking the curriculum group of Marketing major of Beijing Union University as an example, this paper puts forward some suggestions for the curriculum group construction based on clarifying students' professional core ability and selecting some related core courses, so as to provide theoretical reference for teachers to design and develop the curriculum group and for learners to improve their comprehensive ability effectively.

Keywords—*Competency-oriented; Marketing Curriculum Group; Professional Core Competence Construction*

I. INTRODUCTION

At present, with the increasing number of students' courses, problems such as knowledge similarity and content repetition are inevitable. Traditional curriculum theory does not pay more attention to internal correlation of different courses, but the content of a single course itself. This is not conducive to the improvement of students' overall ability.

According to the research on knowledge construction, the learning characteristics of learners have changed from knowledge sharing among individuals to knowledge symbiosis among groups. In order to improve learning effect, learners need to complete the transformation from one-course learning to multi-courses knowledge collaboration. Bereiter(1991) believes that knowledge construction needs to focus on continuous improvement of thoughts and learners need to focus on community knowledge, not just personal knowledge.

Curriculum group can overcome the lack of knowledge in a single course through the optimization and integration of different courses. Curriculum group focuses on the internal connection of courses in one group and realizes the effective connection of multi-courses. Curriculum group can help teachers optimize curriculum setting, curriculum content, teaching equipment and teaching staff. The course link in the group reduces redundant content so that improve the teaching effect.

Clear standard is the foundation of curriculum group construction. The standard is an important measure to judge the quality of curriculum group construction and learning quality.

At present, the research on curriculum group focuses on the case of curriculum group construction of specific disciplines, emphasizing knowledge over ability, and paying insufficient attention to ability, failing to combine the ability that students should have in the future. In order to improve the overall benefits of the curriculum group, realize the sharing value of different courses, and finally achieve the improvement of students' ability, the author believes that the curriculum group should be explored based on the goal of competence. The construction of competency-oriented curriculum groups is conducive to the realization of students' cognition and the improvement of students' overall ability through interactive courses within the group.

Taking the curriculum group of Marketing major of Beijing Union University as an example, this paper puts forward some suggestions for the curriculum group construction based on clarifying students' professional core ability and selecting some related core courses, so as to provide theoretical reference for teachers to design and develop the curriculum group and for learners to improve their comprehensive ability effectively.

II. THE CONNOTATION OF RELATED CONCEPTS

A. The definition of the curriculum group

The curriculum group is a course system that integrates several courses logically related in knowledge, method, problem and so on. It is a collection which includes some closely connected, interactive and orderly related courses. It usually belongs to a particular disciplines sharing overall teaching requirements with modular teaching content. The curriculum group can break down the barriers between the courses, optimize the course system, integrating and update the teaching content and teaching methods, etc.

The construction process of curriculum group is actually how different courses realize knowledge fusion, decomposition, innovation and application. Therefore, the design and development of the curriculum group can be used to enhance the educational value for users.

B. The connotation of competency-oriented curriculum group

A single course can correspond to one or more abilities, but the curriculum group can realize the sharing value of course resources, the joint construction of courses and the integration of abilities. Competency-oriented curriculum group construction focuses on the students' professional ability of knowledge acquisition ability, application and innovation on the basis of professional core courses

At the same time, Through systematic course arrangement, the ability-centered curriculum group construction is helpful to clarify the boundary of the courses, eliminate unnecessary repetitive knowledge, overcome the deficiency of "each for himself" in the single course, so that strengthen the coordination between courses, and improve the learning efficiency of students.

III. THE PRINCIPLE OF CORE CURRICULUM GROUP CONSTRUCTION FOR MARKETING MAJOR

In the teaching plan, those related courses with mutual influence, interaction between courses are reassembled in a cluster to jointly build a complete teaching content system. All courses included in the same group must have logical connections in knowledge, methods, problems and other aspects. Through the re-solidification of several courses, knowledge systematization can be formed to improve the knowledge ability and quality structure of the corresponding majors.

A. Systematic principle

The curriculum group construction of marketing major aims at cultivating interdisciplinary, applied and innovative talents. It is necessary to break down the barriers of each course becoming its own portal and realize the organic integration of relevant courses. The curriculum group is an organic whole with specific functions, which is composed of several interrelated and interacting courses. The achievement of students' ability is not the simple addition of the ability of each course in the curriculum group. Curriculum group construction, therefore, must follow the principle of system theory, from the perspective of the relationship between system and element. It should considering the relationship among the courses in the teaching system, course of groups and group of the relationship between a specific course, in order to achieve optimal design, optimal control and optimal management of the target.

B. Relevance principle

knowledge connection is the starting point of curriculum group. It aims at the improvement of students' professional ability. The key of curriculum group construction is to coordinate the relationship between courses, weaken the independence of a single course, and strengthen the affinity between courses. In terms of content, courses should have both horizontal connections and vertical inheritance relations. Therefore, when setting up curriculum group, we should fully consider the course structure, content, sequence and so on within the curriculum group.

C. Innovative principle

The curriculum group construction needs to have the clear and complete construction thought; It is necessary to make overall planning for the curriculum system, redesign and integrate relevant courses, so as to integrate knowledge transmission, promote ability cultivation and quality education. Therefore, curriculum group construction should be innovative and be closely combined with teaching reform.

IV. CONSTRUCTION OF CORE COMPETENCE INDEX SYSTEM FOR MARKETING MAJOR

According to the requirements of national standard on the knowledge, ability and quality of students majoring in business administration, combined with the characteristics of Marketing major and the basic principles of curriculum group selection, the ability evaluation index of Marketing major is set from the perspective of "what students have learned". The requirements of national standard for graduates majored in business administration (including Marketing) include three aspects ,such as knowledge requirements, ability requirements and quality requirements. Among them, ability requirements include knowledge acquisition ability, knowledge application ability, innovation and entrepreneurship ability. The core competence of Marketing major should include the following abilities, such as the ability to acquire marketing knowledge, the ability to apply marketing knowledge, and the ability to innovate and start a business. Among them, the ability to acquire marketing knowledge refers to the ability to use scientific methods to acquire marketing knowledge through classroom, literature, network, practice and other channels; Marketing knowledge application ability refers to the ability to apply marketing theory and solve practice problems; Innovation and entrepreneurship ability refers to that students have strong communication ability and exploratory ability, and can constantly make innovative decision in their practice.

Twenty three indicators that can test the professional ability of marketing were selected on the basis of the above ability indicators, through interviews with graduate employers and alumni. Since the marketing major mainly takes the social micro-economic organization as the research object, the service subject of marketing activities is the enterprise. In order to ensure the applicability of indicator setting, enterprise experts were invited to rank twenty three indicators, further select 8 indicators as secondary indicators, and assign weights to the above indicators.

Based on the above process, a two-level index system of core competence of marketing specialty is constructed. The first-level index includes three dimensions, namely, the ability to acquire marketing professional knowledge, the ability to apply marketing professional knowledge and the ability to innovate and start a business, accounting for 30%, 50% and 20% respectively.

The three first-level indicators are divided into two levels, among which, the ability to acquire marketing professional knowledge is divided into two levels: the ability to collect market information, the ability to analyze and process information, accounting for 50% each. The application ability of marketing professional knowledge includes the ability to

identify market opportunities, the ability to analyze the market environment, the ability to cooperate with marketing teams and the ability to plan and implement marketing, accounting for 20%, 20%, 20% and 40% respectively. Under the innovation and entrepreneurship ability, there are two indicators, namely, information acquisition path innovation and marketing control mode innovation, accounting for 50% each.

V. COMPOSITION AND INTERNAL CONNECTION AMONG CORE COURSES OF MARKETING MAJOR IN CURRICULUM GROUP

The competency-oriented curriculum construction is not only to clarify the boundary of the course, but also to cultivate the applied ability. Therefore, it is necessary to effectively decompose the course knowledge in the curriculum group. The objectives should be based on the division of courses, and then combined with specific course objectives.

A. Core curriculum composition

four core courses were selected for competency-oriented curriculum construction according to the goal of specialty construction, the status, the function and connection of courses, based on the above selection principles and the internal logic of professional knowledge.

The core courses of Marketing curriculum group consist of four courses, such as Marketing, Consumer Behavior, Market Research and Prediction, and Professional Comprehensive Practice. Of the four courses, the first three are theory courses and the last one is practical course. Marketing, Consumer Behavior provide professional basic theory; Market Research and Forecasting is to provide marketing forecasting, analysis tools; Professional Comprehensive Practice focuses on theoretical transformation and marketing ability. The function of courses are different, but they are complementary, interrelated, and strive to realize "three organic combination", namely, the combination of basic theory and method tools, the combination of thinking method and innovation ability, the combination of theory teaching and practice teaching, to jointly improve the marketing majors' marketing business abilities.

B. Inner connection of core courses

Firstly, course objective connection. From the perspective of professional function, Marketing is the theoretical basis for marketing students to learn professional knowledge and provide theoretical framework and basic knowledge of marketing. The course of Consumer Behavior focuses on the analysis of consumer psychology and behavioral characteristics. The course of Market Research and Prediction is methodology, which focuses on the collection methods and tools of market information acquisition. Professional comprehensive practice course examines students' systematic and comprehensive practical ability of marketing majors.

Secondly, course content links. The core content of Marketing is marketing environment analysis, marketing strategy and marketing strategy. The emphasis is on imparting basic marketing knowledge, theories and methods. The course of Consumer Behavior focuses on the analysis of consumer

psychology and behavior, and the study of consumer purchase decision, which is the deepening of the course of marketing. The course of Market Research and Prediction focuses on the collection, collation and analysis of market information as well as the prediction of market dynamics. It is an important tool for marketing work. The course of Professional Comprehensive Practice is the application of marketing theory to specific marketing practice. This course requires not only mastering the basic knowledge, theories and methods of marketing courses, but also in-depth insight and analysis of consumer behaviors, as well as mastering methods and tools of market survey and prediction, so as to formulate planning schemes and put them into marketing practice.

Thirdly, the course sequence. The vertical connection between courses is reflected in the order of courses. The four core courses of Marketing, Consumer Behavior, Market Research and Prediction and Professional Comprehensive Practice are arranged in the 4th, 5th and 7th semester. Among them, Marketing and Consumer Behavior are the prerequisite courses of other professional courses, and Professional Comprehensive Practice is the follow-up course of Marketing, Consumer Behavior, Market Research and Prediction. In line with the logic of "theory first, practice later" and "simplicity first, complexity later", students can master professional knowledge and improve their professional ability step by step.

VI. CONSTRUCTION PATH

A. Strength teaching team and Optimize the curriculum content

The curriculum group of marketing major has the requirements of intensive construction, cross-content and team-building. It takes curriculum logic as the link, teachers' teamwork as the support, deepening teaching reform as the driving force. The construction of the curriculum group, in particular, requires the course boundaries by the corresponding course together. the construction of a team share the common goal, integrate of resources, and optimization of allocation, so as to avoid repeated construction, and ultimately achieve the improvement of teaching quality and students' core competitiveness.

B. Enrich teaching methods and enhance students' ability to acquisition and application

In order to guide and encourage college students to master and apply new media technology and combine it with innovation and entrepreneurship, the leaders of marketing major led the training activity of "New Media Operation Training Camp", and conducted in-depth discussion and learning on the planning, video, H5 technology, public account operation and other content means in new media communication. Through professional training and guidance, students can easily match enterprises, universities, society and other resources on this all-round platform for learning, Compared with traditional college teaching mode, this teaching mode has obvious features. Firstly, it shortens the distance between students and the labor market; secondly, it shortens the cultural distance between colleges and enterprises; thirdly, it shortens the knowledge distance between theory and practice.

VII. CONCLUSION

All in all, the competency-oriented curriculum group has improved knowledge sharing, and then realized synergy and symbiosis of multiple courses, so as to achieve the goal of professional core competence promotion for the students

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