Research on Teaching Reform of Application-oriented Curriculum of Marketing Course in the Internet plus Education Era

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Abstract. In the Internet plus era, the marketing model of modern enterprises has undergone profound changes. The traditional marketing teaching methods can't meet the needs of marketing talents in the new era. The times call for the teaching reform of Marketing and proposing new standards and requirements of this course. In the Internet plus era, this paper introduces the characteristics of the Internet plus era and the modern enterprise marketing model, and analyzes the application-oriented teaching reform ideas of marketing and puts forward the teaching reform measures for the application-oriented curriculum of the course of Marketing in order to promote the effect of the teaching reform of Marketing and cultivate more practical talents for enterprises.

Keywords: Internet plus era, Marketing, application-oriented curriculum, teaching reform.

1. Introduction

With the advent of the Internet plus era, the marketing environment and marketing model have undergone tremendous changes, and traditional marketing ideas are difficult to achieve the expected marketing results. In the new era, companies need more open-ended application-oriented marketing talents with strong hands-on skills and Internet thinking. The traditional teaching method of the course Marketing also needs to carry out innovation and reform to follow the era and it is extremely urgent to explore new teaching contents and teaching methods. Therefore, it is necessary and significant to carry out targeted reform of the application-oriented curriculum reform of Marketing.

1.1 The Characteristics and the Advantages of Internet Plus Thinking.

Internet plus thinking and sales mode has become the main trend of modern enterprise marketing mode. This new model has strong penetrating ability, high operating efficiency and extensive marketing and promotion methods which can gain higher economic profits and stronger competitive strength for enterprises. Therefore, the Internet plus model is the product of the development of the new era, the product of the integration of traditional thinking and the new Internet thinking, and an important booster for social and economic development so establishing the Internet plus thinking marketing model is an inevitable choice for enterprises.

1.2 The Changes of the Marketing Models of the Enterprises in the Internet Plus Era.

In the Internet plus era, the marketing model of the enterprises has undergone significant changes. The communication between enterprises and customers is based on the Internet which serves as a platform and means. The customers can place orders online and the enterprises can sell online and all the promotion, market research and transaction information can be achieved online, which saves intermediary links and costs. The Internet has made consumers truly the mainstay of marketing activities, and it is a new era marketing model that achieves a win-win situation for both companies and customers. With many advantages that traditional marketing can't match, it is favored by the majority of enterprises.

1.3 The Changes in the Demand for Marketing Talents in the Internet Plus Era.

In the process of the transformation of the enterprise marketing model to the Internet plus model, the demand for marketing talents cultivated by universities has also changed accordingly. New marketing talents must have certain Internet plus thinking, master a high level of Internet application

skills, and be able to carry out various marketing activities under the new working mode and environment. Therefore, as a professional basic course in colleges and universities, the existing teaching mode of Marketing must be improved according to the needs of the new era and corporate practice, in order to cultivate more new types of applied Internet marketing talents.

2. Establishing the Application-Oriented Curriculum Reform Goal based on the Improvement of Professional Ability in the Internet Plus Education Background.

Marketing is a very practical subject so in the new Internet plus model, corporate organizations have higher standards for the need for marketing talents. Therefore, in the course of teaching, it is necessary to revolve around the new situation and model to build a new system of teaching goals to provide a new basis for education and teaching. In the Internet plus education, the students' awareness of Internet openness, Internet marketing thinking, familiarity with Internet marketing methods must be cultivated; and the school-enterprise cooperation and inter-training of interns must be strengthened.

Focusing on the improvement of professional ability, the teaching target system of marketing is established. The following three aspects are concerned: first, the employment and professional consciousness is the training direction, and the professional and technical talents who meet the needs of the changing marketing environment are cultivated. Teaching should focus on the professional development of students' careers to help students prepare for career development. Second, the Internet plus thinking training goal should be established. In the current stage of curriculum reform, the teachers must get rid of the constraints of traditional educational concepts and accept new educational ideas, and integrate the Internet plus thinking content, so that curriculum reform will keep pace with the marketing model of the enterprises highlighting professional features and strengthening the application of student knowledge. Third, the goal of diversified ability training should be established. In the Internet plus environment, the marketing activities of enterprises have new features of cross-professional, cross-disciplinary and cross-border cooperation. Therefore, the marketing promotion method should be fully integrated with the new media environment, which has higher standards for the comprehensive quality of marketing talents. Therefore, teachers should pay attention to the comprehensive development of students' quality in the real teaching process, and establish a three-dimensional competence assessment system to guarantee the improvement of students' professional ability.

3. The Reform Measures of Application-Oriented Curriculum of Marketing in the Internet Plus Era

3.1 Expanding and Innovating the Teaching Content of the Application-Oriented Curriculum of the Marketing Course

The focus of curriculum reform is the content of teaching, so that the content of the curriculum is in line with the characteristics and trends of the Internet plus era. At the same time, rich content can arouse students' interest in learning, and make teaching meaningful.

The first is to design the teaching content. This curriculum reform transforms traditional teaching chapters into task-driven teaching and decomposes and reconstructs them into work tasks: taking marketing theory and practical skills as teaching contents, taking four projects as carriers: marketing environment, marketing research, marketing strategy and marketing 4P strategy, changing subject system into work system, changing "chapters" and "sections" into "work tasks" and reconstructing curriculum contents into 11 specific work tasks. Students are required to preview before class, understand the main contents of the course and find out questions. In class, the students should study efficiently and interact with teachers. After class, they should finish homework, read the reading materials on the Internet assigned by teachers. At the same time, the teachers should guide students to use network resources and complete the content of teaching module. The 11 specific tasks are as

follows: task 1: recognizing marketing; task 2: analyzing marketing environment; task 3: pre-marketing information and research; task 4: purchasing behavior analysis; task 5: market competition strategy; task 6: STP marketing: task 7: product strategy; task 8: pricing strategy; task 9: channel strategy; task 10: promotion strategy; task 11: direct marketing. Among them, the marketing practice part runs through the theory, which combines theory with practice closely and fully mobilizes students' interest in learning.

The second is to expand the teaching content. In the Internet plus environment, the following teaching contents should be included: the analysis method based on the Internet platform and computer analysis software; and conducting data processing on marketing research and environment. Another example is to use big data to subdivide the market, combine the original theoretical basis with advanced technology, accurately locate customers and master customer information. Another example is the use of the Internet for customer tracking, customer communication and so on. All in all, the teaching content of marketing course should keep pace with the times, and conform to the school conditions and students' learning conditions.

3.2 New Teaching Model and Diversified Teaching Method of Application-Oriented Course of Marketing

In the process of teaching, we can establish a three-in-one model of case teaching, participating in the real project and practical experience, so that students can truly become the subject of the curriculum, focusing on the cultivation of students' applied ability and career-oriented training. The specific process is as follows

Teachers assign the project tasks and the students learn independently and efficiently in class, interact well with teachers; the teachers check project assignments after class, and the students read the network resources and book materials assigned by teachers; the teachers guide the students to use network resources, according to the content of teaching modules to complete the following practice link after class: online marketing research, online brand promotion, trademark design, online advertising design, online marketing promotion, market service quality management, marketing personnel training, competitive strategy. Secondly, classroom discussions, situational performances, team exercises, flipping classes, case teaching, group learning, network resources, practical teaching, multimedia teaching and teacher guidance are mainly used in the teaching process, so that teachers and students can work together to achieve the teaching objectives. At the same time, school-enterprise cooperation should be strengthened, and practical teaching links such as order class training mode, visiting enterprises and on-the-job practice should be adopted. In addition, teachers should enrich teaching methods, change static courses into dynamic classrooms, and indoor classrooms as a combination of off-campus courses to enable the students do in learning, and learn in doing, and comprehensively improve the professional quality of marketing.

3.3 The Assessment Method of the whole Process Monitoring of the Application-Oriented Marketing Course

We have reformed the curriculum into a combination of process assessment and closed-book exams. The process assessment is divided into the following modules: usual attendance, classroom performance, personal assignments, group assignments, mid-term tests, and notes, which together account for 40%. At the same time, the usual assessments can be completed online and offline. Students are also encouraged to participate in online research, information collection, data analysis, online shop opening, online promotion, micro-store sales, tweet writing and other practical assignments. The final closed book exam accounted for 60%. This comprehensive evaluation system for multiple indicator points is more scientific and complete.

3.4 The Multi-Dimensional Evaluation System of the Application-Oriented Marketing Course

In the implementation process of this course, it is necessary to create a diversified evaluation system that conforms to the modern educational concept, in order to promote the development of students' multiple intelligence and superior intelligence. Perfecting the system and method of

curriculum evaluation can effectively monitor the actual effect of students' marketing ability, and promote the all-round improvement of the classroom teaching of the teacherss. Specifically, we can start from the following aspects:

First of all: students use the Max teaching management system to carry out the course evaluation and result evaluation, which truly reflects the teaching effect of the course.

Secondly, the teacher sets the immediacy evaluation through the Max teaching management system or the Mosoink cloud class platform.

Then the evaluation of the course results by the internship unit and the enterprise employer: the evaluation of the enterprise is the touchstone of the teaching effect and the true standard for testing teaching.

Finally, the teacher self-evaluation: the teachers make a profound reflection on the implementation of the curriculum.

Through this 360-degree teaching evaluation system, the effectiveness of the application-oriented curriculum reform of Marketing course can be effectively checked to help the teachers to keep pace with the students' learning and make timely improvements.

4. Summary

Internet plus education is the product of the advancement of the new era which brings new opportunities to college education, and also brings challenges to the application-oriented teaching reform of the Marketing course. At present, the teaching reform of Marketing course has achieved certain results, and cultivated a group of applied talents suitable for market and enterprise needs. But the teachers still need to continue to work hard to explore innovation and further guide students to establish new Internet thinking, make full use of Internet network resources to broaden learning channels, improve learning methods, and acquire more market knowledge and skills. Furthermore, the teachers also should update the Marketing education concept, change teaching methods, carry out diversified teaching activities, and school-enterprise cooperation, promote students' all-round development, and actively help students integrate into practical work positions.

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