

## The Construction of Marketing Specialty Practice Teaching System Based on School-enterprise Cooperation

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**Abstract**—Marketing is an applied and practical major, but the professional practice ability of graduates in reality is generally not well, and this situation is mainly due to weak practice teaching. The practice teaching content, places and organizers of marketing specialty are restrictive factors of the cultivation of students' practical ability. With the enterprise resources, cultivating the students practice ability by school-enterprise cooperation is an effective way to solve the problem. Marketing practice teaching system based on school-enterprise cooperation discusses on the content of practice teaching, organizers, evaluation methods and teaching materials etc. Finally we propose the related guarantee measures in the process of implementation.

**Keywords**- school-enterprisecooperation;marketingspecialty; practice teaching system

### I. INTRODUCTION

The Ministry of education pointed out in the "opinions on Further Strengthening the undergraduate teaching work (Draft)", Colleges and Universities should pay attention to the cultivation of students' ability, improving students' learning ability, practice ability and innovation ability. We should adhere to the social demand as the guidance, deepening teaching reform and constructing actively the talent training system for economic and social development needs. Marketing is an application major, so society and enterprise have higher expectations and demands on the marketing graduates. But the reality is that many marketing graduates' application ability in practice is generally not strong and they cannot satisfy the employer requirements. From the graduate employers' feedback in the last two years, our marketing graduates also have poor practical ability and application ability. This phenomenon reflects the weak practice teaching in marketing major. Therefore, reforming the current mode of practice teaching and constructing new practice teaching system have the vital significance to the cultivation of marketing application talents.

### II. THE PROBLEM OF MARKETING PRACTICE TEACHING SYSTEM

Research on marketing practice teaching system is more form Vocational Colleges marketing specialty teachers in the domestic, and marketing specialty teachers in some Newly-built Colleges and Universities application-oriented also engage in this field. Research results about the target that marketing practice teaching system can cultivate students' ability are similar between domestic and foreign

scholars, such as the communication ability, cooperation ability, problem-solved ability. And foreign scholars also believe that one of the most important target ability for practice teaching system to train is critical thinking. For the construction of practice teaching system, Wei Ming thought that it includes the basic skills training, the curriculum practice teaching and comprehensive practice teaching. Zhang Li considered the practice teaching include the school module, external module and school-enterprise interaction module. Although the division of marketing practice teaching system module is different, the specific content is not essentially different, and the practice teaching system basically includes school training, summer practice research and graduation practice etc.

In the operation of marketing practice teaching, practice teaching includes case analysis in professional courses, market survey and marketing planning, laboratory simulation operation, summer social practice, graduation practice; The organizers of practice teaching mainly are the school teachers; Place of practice teaching is in the classroom, laboratory and enterprise.

Through the above analysis about marketing practice teaching in theory and in practice, we think that there is the following several problems of marketing practice teaching:

#### [1] *The Content of Practice Teaching Is Uncoordinated with Cultivation Law of Marketing Talents Practice Ability*

The content of practice teaching is lack of authenticity, systematic and hierarchical. First of all, the law of learning follows from perceptual to rational, from the shallower to the deeper and the combination between theory and practice. For a freshman, who need to have a perceptual awareness of enterprises and jobs, but many marketing specialty practice teaching is lack of this link. In the concrete courses, various professional teachers design practice teaching content according to their own curriculum, and often ignore the students existing practical level, and even spoil things by excessive enthusiasm. This kind of practice teaching is lack of hierarchy; Secondly, many professional courses of marketing are interrelated, such as marketing planning and market investigation. Marketing planning course also includes the theory and application of market research, if you design research practice in this course and the practice content will repeat with practice content of market investigation. Therefore, the professional courses teachers need to design the content of practice teaching on overall

arrangement, so the content of practice teaching is certain systematic; Finally, the content of practice teaching more is the case analysis in the classroom, and many cases are old, behind the times. It is difficult to arouse the students' interest and enthusiasm in the practice teaching, not up to expectations of practice teaching.

[2] *Practice Teaching Site Is Single*

The sites of marketing specialty practice teaching mostly are in the school laboratory and classroom before the introduction of enterprise base in the stage of graduation practice, which ignores the role of enterprises in the whole practice teaching system. Characteristics of extracurricular enterprise base are working situation authenticity, task complexity and the requirements reality, which help the students form the objective understanding of the work." learning by doing " in practical work situation make the students master professional skills. Without enterprise base, single practice teaching site is not conducive to the cultivation of students' practice ability.

[3] *Organizers of Practice Teaching Mostly Are School Teachers*

The marketing professional teachers bear practice teaching tasks in majority of domestic college. Most teachers are from school to school, and lack of company experience. So they have poor guidance ability of practice teaching. Therefore, to cultivate students' practical ability relies on professional enterprises experts having actual marketing experience.

The character of marketing work is social and interpersonal interaction, which demands students to expose to the social environment, occupation environment when mastering specialty knowledge. Marketing students will gain professional experience and practical ability through participating in the concrete, real marketing activities and marketing management. Therefore, it is necessary to reform the existing mode of practice teaching, to explore the role and mechanism of enterprise base in cultivating the students practice ability. Combining the teachers with business mentor, school-enterprise cooperation will cultivate student application ability through experiential learning and "learning by doing". New marketing specialty practice teaching system will be constructed through the cooperation between school and enterprise.

III. CONSTRUCTION OF MARKETING PRACTICE TEACHING SYSTEM BASED ON SCHOOL-ENTERPRISE COOPERATION

Practical ability means the individual effectively solve practical problems by the professional knowledge, skills mastered, namely, the ability to learn in order to practice. Marketing practice ability includes basic practical ability and professional practical ability. Basic practical ability includes understanding ability, communication ability, expression ability, team cooperation ability, management ability, decision-making ability, which is the foundation to solve all the integrated problem; Marketing professional practice ability is the application of marketing professional knowledge and marketing methods to solve existing

marketing problems, such as: marketing planning ability, marketing research capabilities, channel management ability, business negotiation ability.

The core idea of marketing specialty practice teaching system based on school-enterprise cooperation is to make full use of various enterprise resources during the whole process of training students' basic practical ability and professional practical ability. The system can be constructed from the following aspects.

[4] *Constructing the Content of Practice Teaching System*

Combining the practice teaching with theory teaching closely and changing the last practice teaching that is stage and dispersion, such as classroom case analysis, simulation training in laboratory, and graduation practice. In each semester curriculum, the theory teaching is combined with the corresponding enterprise project. Students are required in-depth business practice during learning process of each professional course, to understand the application of the course, or to solve the realistic problems that the enterprise encountering with the theory. Enterprise practice projects of professional core courses (such as marketing, market research and forecasting, marketing planning, channel management, promotion management, public relations, business negotiations, etc.) are the main contents that need to be studied.

The design and development of business practice projects need to pay attention to the following aspects: firstly, the collaboration of each professional course teacher, as we have already mentioned, many professional courses have cohesion and overlap of knowledge, so each professional practice project also needs to reflect this characteristic. Based on the division of marketing basic practice ability from professional practice ability, each professional course defines its main practical ability and makes the relative practice teaching project. Secondly, it is necessary to obtain the enterprise support. Those practice teaching projects require a combination with the enterprises practical problems, so enterprise support is essential. If such practice teaching project is success in organization and management, students gain the real exercise and application ability, but also enterprises reality problems can be solved. In any case this is a win-win objective.

[5] *Practice Teaching Guidance Mode: School-Enterprise Tutor System*

Effect of practice teaching is not ideal due to the lack of practical experience for professional teachers, Therefore, the introduction of enterprise guidance teachers, to establish School-Enterprise tutor system for cultivating the students practice skills, is a very good way to solve the problem. The selection criteria of enterprise tutor, the operation mechanism of School-Enterprise tutor system, and teacher repay should be studied in every college marketing specialty according to their own specific circumstances.

[6] *The Reform of The Practice Teaching Assessment Method*

The examination of the practice teaching should guide the students to pay attention to the practice ability. Therefore, to reform the former simply final written examination or the practice examination as part of theory assessment, improving the proportion of practice appraisal in curriculum evaluation, strengthening the practice process assessment, making the assessment standards and details of practice project in each stage, combining the process assessment with result assessment. The process assessment can promote students to pay attention to each link of practice teaching and comprehensively master the required skills; secondly, changing the teacher alone assesses students, taking combined assessment mode including the teacher assessment, enterprise teacher evaluation and student self-assessment. Multiple evaluation subjects can provide an objective and comprehensive evaluation, especially the evaluation from the enterprises and society can help schools and teachers timely diagnosis the practice teaching to meet the enterprises and the society needs. Students participate in evaluation, which can help students grasp the learning objectives and understand their gaps and proactive learning.

[7] *The Development of Practice Teaching Material*

The development of practice project materials closely related industries, enterprises standard will be positive. The content and cases in the materials should reflect the characteristics of practice and occupation. According to the marketing skills, combined with the enterprise requirements for marketing talents, developing the materials of marketing research, marketing planning, business negotiation, promotion management, channel management, public relations. It should pay attention to invite the business-marketing experts to participate in the textbook compilation.

#### IV. ATTENTION IN IMPLEMENTATION OF PRACTICE TEACHING SYSTEM

[8] *Actively Exploring the Enterprise Resources*

Practice teaching system based on school-enterprise cooperation needs plenty of enterprises to provide teaching place, so actively exploring cooperation enterprise resource is important. School-enterprise cooperation can reduce the cost of education, but also cultivate qualified application talents for the society. Enterprises and schools, students are winners. In cooperation with local enterprises, which will provide a guarantee for the practice teaching system, but also broaden the channels for students' future employment.

[9] *Strengthening the Construction of Guidance Teachers Team*

Operation of the practice teaching system based on school-enterprise cooperation relies on the guidance ability of teachers. As mentioned earlier, the lack of double quality teachers is the main factor affecting the quality of practice teaching in Colleges and Universities; therefore, to strengthen the construction of guidance teachers is an urgent

need. First of all, strengthening the professional teachers on occupation skill training. Regularly sending full-time teachers in-depth corporate combination, job training, horizontal topic, to participate in the construction of enterprise base, which will accumulate teachers practice experience and improve guidance ability in practice teaching. Secondly, introducing the business mentor with marketing practice experience and a certain theoretical knowledge to guide the students' practice teaching.

[10] *The Reform of Practice Teaching Management*

At present, many colleges and universities attach great importance on practice teaching, but there are many problems in the practical operation, because the practice teaching is lack of a complete set of standardized management in practice teaching. Because the management is not perfect, the practice teaching is difficult to achieve the desired effect. Routine teaching management measures need to reform because the practice project requires a lot of time spared in the business and social. To strengthen the assessment of practice teaching process, there is the teaching plan, process record, the end summary in the practice teaching management system. Teachers' workload cannot simply calculate by the class time, and the teaching administration department should formulate workload accounting system for the better of practice teaching based on school-enterprise cooperation, to encourage teachers to carry out practice teaching. The examinations of student practice ability and safety problem of going-out also need to formulate a management file.

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