

Teaching Reform and Curriculum Recommendations to the Course <Consumer Psychology> in Application-oriented Universities

Fan Yang

Dept. Management

Institute of Information Technology of Guilin University Electronic Technology

Guilin, P.R.China

thomas_yang8415@hotmail.com

Abstract—This paper displays the current problems on <consumer psychology> course teaching, and through a thorough analysis on these problems, summed up a teaching reform and curriculum recommendations that fitted to the application-oriented universities. Aiming at the unreasonable existing problem, put forward new proposals. In order to achieve a better teaching effect.

Keywords- application-oriented universities ; consumer psychology; teaching reform; curriculum recommendations

I. INTRODUCTION

<Consumer psychology> is a required course on marketing major in colleges or universities. It is not only a compulsory course, but a cross-discipline with wide knowledge and practical ability requirements. It combines the essence of marketing, psychology, sociology and economics and other major disciplines. It is the study of the origin, development and changes of the people in the face of consuming activities, guiding enterprises or individuals to grasp this kind of consumers psychological changes, further helping enterprises or individuals to achieve sales. To find and master the general rules of consumer psychological phenomena, to carry out targeted marketing activities, is the objective of this course. In order to correctly handle the relationship with customers, improve marketing effectiveness, it is helpful for the learners to understand the customer's thinking in practical work that through the grasp of the knowledge of this course.

However, most learners often meet some difficulties and bottlenecks in the process of learning. First of all, traditional "I say you listen" teaching methods can not stimulate students interest in learning; secondly, learners are often majoring in marketing in college or university, which has no <psychology> or <Applied Psychology> as their previous course. So that students lack the knowledge background, and not deep understanding of the basic theories of psychology; third, daily teaching can not be linked to knowledge of psychology and marketing. Students cannot learn in order to practise. Therefore, according to the learning characteristics of the students, teachers should explore innovative teaching mode, new teaching methods, and change the way of examination.

II. <CONSUMER PSYCHOLOGY> COURSE TEACHING PROBLEMS WE MEET

At present, according to the China domestic universities <consumer psychology> course teaching content, teaching outline, in general, the main contents of this course are as follows:

Table 1-1. "consumer psychology" teaching content framework

Chapter 1: introduction and research method	Chapter 2: the consumer psychological activity process	Chapter 3: needs and motivations
Chapter 4: consumer character analysis	Chapter 5: analysis of consumer purchase behavior	Chapter 6: the promotion of new products
Chapter 7: Impact on consumer psychology by Marketing scene	Chapter 8: the influence of consumer groups of consumer psychology	Chapter 9: the contemporary consumer psychology and behavior

The above content is mainly from the date textbook, but those knowledge we meet have some problems: 1, for Chapter 9 as an example shown above in table 1-1, the contemporary consumer psychology and behavior in text book is just the phenomenon when the period of textbook edited, a lot of knowledge can not reflect the new knowledge and new trend of consumer psychology timely; 2, many of textbook knowledge are from psychology, game theory and other courses. Part of the ancient theory is old or outdated; 3, the knowledge contents such as experimental method, questionnaire method, interview method and so on, are mainly the theory teaching, lacking of experimental or practical training content. These lacks not only lead to students' abilities come apart between their knowledge and society, but also lead to students lacking interest in learning.

A high-quality teaching comes from a good textbook. At present, <consumer psychology>, sold in market, is not applicable. Specific performance in the following three aspects: 1, <Consumer psychology> textbook is mainly aimed the marketing major students. Part of its contents are repeated to some of the related chapters from Marketing of

the theory of consumer behavior. On one hand, "marketing" as the previous courses, students have already mastered this part of the knowledge points; on the other hand, in the process of teaching, these parts facing the marketing students, is superfluous; 2, Textbooks in the writing system is divided into two independent parts: in general psychology and marketing as the foundation. It does no good to the integration of other disciplines of knowledge, causes the form and structure too independent of text segmentation, and is not convenient for students' understanding to the whole knowledge system; 3, the current on market "consumer psychology" textbooks' content and structure are more or less the same. Most of them focus on theory teaching. This approach deviates from the training program of Application-oriented Universities.

<Consumer psychology> is not only a theoretical subject, but also is an applied discipline. The research contents related to economics, management science, sociology, psychology, advertising, merchandising, marketing, cultural studies and other subjects. Therefore, how to choose the "consumer psychology" teacher is very difficult. Those teachers should have good professional quality, good knowledge and rich practical experience. In the practical teaching of this course, however, teachers are often with simple professional background. Due to the lack of first-line marketing knowledge and experience, they lack of the accumulation of knowledge and experience. So that: 1, too much theoretical teaching to meet gap of teaching content and marketing professional cultivation plan ; 2, the knowledge of psychology and other disciplines of knowledge can not be combined very well.

Most of the <consumer psychology> course teaching methods is of traditional or single. Those kind of teaching methods ignores students' subject status in teaching process and the active participation. It emphasizes the leading role of the teacher in the teaching process and the teaching theory of knowledge. Sometimes, occasionally, there are many teachers in the use of case teaching method. But often the case analysis becomes a mere formality, case analysis is not deep enough, the selected cases out of date, student participation is not enough. One teaching and one listening, it lacks of communication and interaction between teachers and students. It can't mobilize students learning enthusiasm and initiative, the teaching effect is often poor. In short, as the current statistics results, This course teaching mode is not applicable to the "consumer psychology" course teaching, but also not conducive to cultivate and improve students' occupation ability and comprehensive quality.

III. TEACHING REFORM AND CURRICULUM RECOMMENDATIONS

A. The reform of teaching content and design scheme

The overall framework of present <consumer psychology> knowledge is as the following representation:

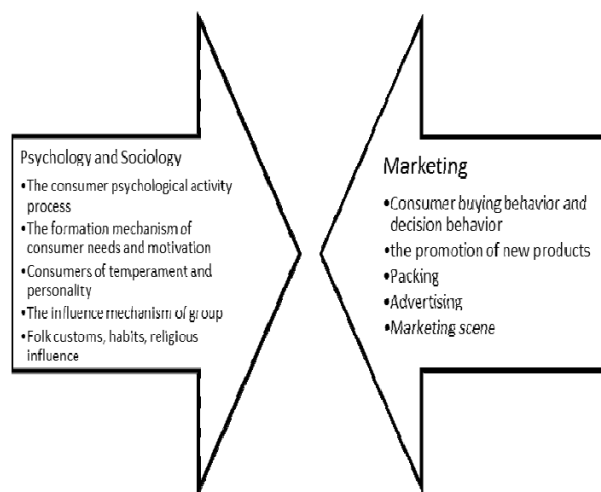


Figure 2-1 the traditional "consumer psychology" knowledge framework

According to the above knowable, the overall framework of <consumer psychology> is from psychology, sociology and marketing related content. But the content of right part of the diagram, <marketing>, that students have all learned. Although in teaching process, the teachers tries to dismiss the "what", focuses on "how to influence", "why" teaching mode, the relevant sections of the courses have been involved.

The traditional "consumer psychology" knowledge framework dividing like that, is because the editor stood in the marketing point of view. He aims to clarify the process of consumers in the consumer psychology influence mechanism and principle, and to study collision with marketing, draw a marketing person how to do. However, this division is easy to make the teaching contents not closely connected in the first and second half of the semester. So from another point of view, the knowledge framework of <consumer psychology> can also stand in consumer angle, can be divided into internal and external effect mechanism. As shown below:

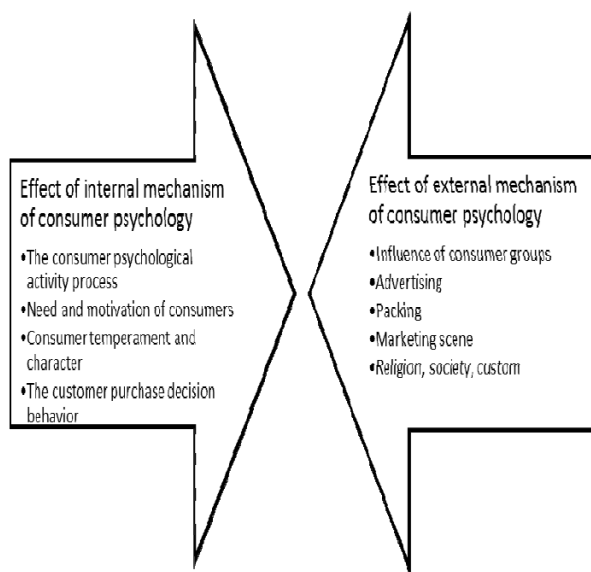


Figure 2-2 "New method" of consumer psychology knowledge framework

This method can take many subjects together, moreover, stand in the learner's point of view, to answer the question "what is the impact of our consumer psychology?" On the one hand, multi-disciplinary knowledge in teaching content is more closely; On the other hand, whether teachers or students in the learning process, can more clearly understand the frame of the whole course, understand the teaching objective and learning objective. In addition, we can write "a new version" of consumer psychology textbooks and syllabus to relieve problems mentioned above.

B. reform of the teaching method

On class, we make for experimental teaching method. This reform, will abandon the traditional "teacher speak, students listen" mode. According to "consumer psychology" knowledge points, combined with psychology, sociology, management, marketing and other experiment course, we are going to screen, refine, concentrate into 10-20 small experiment, within the daily classroom teaching. First, will improve the atmosphere of classroom teaching and students' learning interest; second, can deepen students' memory and understanding of knowledge points.

After class, research teaching method. Research teaching method pays more attention to the "people-oriented" concept, establish the student as the main body of creation status, fully display the main role of students in the teaching process. For example, "consumer psychology" in the introduction has been referred to the research method of this course is divided into: observation method, interview method, questionnaire method and experimental method. In the teaching process of the course, on or after class, teachers should make the elicitation, create artistic conception, let the students using the research method to explain it with the desire and motivation. Then further searching, questioning and answering questions. Using the method of research-based teaching, can promote the application of undergraduate

students' interest in learning, improve students learning interest and enthusiasm in learning, plays an active role in fostering future occupation ability and social ability.

IV. ENDING WORDS

This teaching reform has been adopted and achieved certain results. The author has implemented this scheme in the classroom, found that students had been interested in it, learning achievement was good, and the students can use it after they graduated.

However, we still can see clearly, in the process of teaching, there are still the following problems: at present, research activities in Chinese universities in the basic range, lacking necessary liaison between schools. Secondly, the reform of teaching method, protagonist is the students. It requires the students make a role change by "learning to the teachers" to "learn by themselves". Therefore, only when teachers spend more time to project planning and process control, students can maintain learning enthusiasm and initiative in the independent state. This work will be improved in future. The author will put it into the deep and success.

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