

# Teaching Reform and Development of Marketing Major Aiming At Cultivating Application-Oriented Talents

Zhonghong Yin

Baicheng Normal University, Baicheng, China

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**Abstract:** With the rapid development of China's economy and society, marketing has gradually become a hot industry, and the demand for marketing talents has continued to increase. In this context, the marketing professional teaching needs to keep up with the times and continuously reform and develop. Among them, cultivating application-oriented talents is the main direction for the reform and development of marketing professional teaching. This article analyzes the existing problems in the teaching of marketing majors, and puts forward suggestions for the reform and development of marketing majors with the goal of cultivating applied talents for reference.

## 1. Introduction

With the rapid development of China's economy and society, the socialist market economy system has become increasingly mature and complete. In the prosperous business activities, especially in the new situation of China's in-depth participation in international exchanges and the rapid increase in international trade volume, marketing is particularly important. Talent is the key factor for good marketing work, so high-quality applied talents are welcomed by the job market.

Marketing is not only a kind of market business behavior, but also a discipline that studies market business behavior. It has a highly unified theoretical and practical characteristics. Due to the current high demand for marketing talents in the society, the marketing major has become a popular major that major universities and colleges are building. The curriculum of marketing majors generally includes dozens of courses such as management, economics, statistics, accounting, financial management, marketing, economic law, market research and forecasting, and public relations, aiming at promotion of comprehensive literacy in students. The employment direction of students majoring in marketing is generally oriented to the market management department of enterprises, institutions, government agencies, and some graduates have engaged in teaching or scientific research in related majors. At present, the society's main requirements for marketing talents are concentrated in three aspects. First is the ideological aspect. It requires marketing professionals to have the correct values, good morals, and the ability to uphold professional ethics. Secondly, in terms of theory, we must be familiar with the theory of the socialist market economy with Chinese characteristics, systematically grasp the theory system of marketing knowledge, and understand the laws and regulations of relevant commercial markets at home and abroad. Thirdly, is the ability. The higher post practice ability is needed, like oral expression ability, interpersonal communication ability, information collection and analysis ability, information technology equipment operation ability, foreign language ability, etc. In addition, whether marketing professionals have a strong sense of innovation is also an important factor for employers to consider.

It can be seen that the teaching focus of marketing major must be on the cultivation of application-oriented talents. Only by continuously strengthening the students' post-practical abilities and enabling them to fully apply the knowledge they have learned at school to actual work is a guarantee. They must occupy an active position in the fierce competition in the job market, so they can be identified by the market and employers, and promote the healthy and long-term development of the marketing professional construction.

## **2. Problems Existing in the Teaching of Marketing Major**

### **2.1 Teaching Concepts Are Outdated.**

In the current marketing professional teaching work, some teachers have relatively antiquated teaching ideas. The focus of their teaching is completely on the students' theoretical knowledge. It ignores the strong practical characteristics of the marketing professional and emphasizes the teachers' explanation of the theoretical knowledge and the students' memory of the theoretical knowledge, resulting in a rigid and dull classroom atmosphere. Not only it does not help stimulate students' interest in marketing, but also the actual needs of teaching and market development are disconnected from each other. Students' post practice ability is relatively weak and employment competitiveness is worrying.

### **2.2 The Cultivation Direction is Relatively Vague.**

In today's society, the market is ubiquitous. Most industries or fields have different levels of demand for marketing talents, and the specific requirements also vary to some extent according to the characteristics of the industry. Therefore, the graduates of marketing majors have a wide range of employment directions. However, in actual teaching, many teachers do not pay attention to this situation, and the training direction is vague. They cannot make targeted adjustments to teaching methods and content according to the specific employment direction of students, resulting in lack of precise guidance for students in employment. The professional development ability is limited, and it causes a disadvantage in employment competition.

### **2.3 The Teaching Method is Relatively Simple.**

To highlight the characteristics of strong practicality of the marketing major, implementing and reflecting it in a variety of teaching methods is necessary. At present, some teachers have relatively simple methods in marketing teaching. They mainly adopt the traditional classroom teaching mode. Teachers are the class leaders and take up a lot of classroom time for knowledge explanation. Students can only passively listen to the teachers and remember in the teaching. Their subjective initiative in learning is not exerted, the emotional experience in learning is not good, and the learning efficiency and effect are not ideal.

### **2.4 Practical Teaching is Lacking.**

The current lack of practical teaching is an important and common problem that restricts the improvement of the teaching quality of marketing majors. The specific manifestations are as follows: First, there is no mature and complete practical teaching system. The percentage of practical teaching lessons in the entire professional teaching curriculum is relatively low. The content of practical teaching is not rich enough, and it is not closely integrated with the actual needs of market development. There is a large lag. The second is the lack of resources for practical teaching. Many colleges and enterprises that can provide marketing internship positions have not yet established a stable cooperation mechanism. There is no platform or channels for conducting practical teaching. Students cannot obtain sufficient internship opportunities and are available for internship positions relatively fixed, the internship content cannot reflect the actual needs of the market, students' post ability cannot be effectively exercised, and the actual effectiveness of practical teaching is low[1].

In addition, most of the current marketing professional teachers are graduates from related majors who have taken the podium directly from the graduation. They have a solid theoretical foundation, but lack of working experience in marketing positions and lack of practical experience, so the ability of guiding students' practice is weak. Therefore, the unreasonable structure of the teaching staff and low practical teaching ability are also important factors restricting the high-quality development of marketing professional teaching.

### **3. Suggestions on the Reform and Development of Marketing Specialty Aiming At Cultivating Application-Oriented Talents**

#### **3.1 Make Reasonable Adjustments in the Curriculum Provision.**

The marketing professional course setting aiming at cultivating application-oriented talents should emphasize both fundamentality and professionalism. On the basis of consolidating the students' marketing theory knowledge, they should pay attention to their professional skills training. In specific practice, the course can be divided into four parts: public basic course, subject basic course, professional course, and practical course. Among them, the public basic course and subject basic course lay the foundation, and the professional course and practical course improve the ability. Thereby to improve the pertinence and effectiveness of marketing professional teaching according to the Curriculum setting, and better cultivate applied marketing talents that meet the actual needs of the market.

#### **3.2 Expand and Enrich the Teaching Content.**

The teaching content of marketing major with the goal of cultivating application-oriented talents must break through the content limitations of existing textbooks, and be targeted and directed to expand and enrich according to the actual needs of the market and employers. In specific practice, on the one hand, we must increase the amount of information in the teaching content, and especially pay attention to timely introducing the cutting-edge theories and latest results of marketing majors to students in order to continuously broaden the students' knowledge horizons; on the other hand, cross-professional horizontal connections must be paid special attention, we should help students build a complete and comprehensive knowledge system and promote the formation of their multiple thinking and practical abilities.

#### **3.3 Improve and Innovate Teaching Methods.**

The marketing professional teaching method aimed at cultivating application-oriented talents should combine professional characteristics and students' conditions, focus on improving teaching efficiency and quality, to continuously innovate and improve the teaching methods. On the one hand, it is necessary to reflect the subjective status of students in teaching activities, pay attention to inspiration and interaction in teaching, and provide students with as many opportunities and platforms as possible for autonomous learning, communication and display, so as to activate the classroom atmosphere and enable students really participate in teaching and achieve teaching merits. On the other hand, it is necessary to make good use of the teaching aid advantages of modern equipment such as information technology and explore a new model of networked teaching. Through the network, students can obtain more learning materials, and through mobile phones and tablet terminals, the communication between teachers and students is more convenient, and the physical space restrictions in teaching can be broken anytime, anywhere.

#### **3.4 Teaching is a Key Measure for the Reform and Development of Marketing Professional Education with the Goal of Cultivating Applied Talents.**

On the one hand, we must pay attention to the hardware input and channel development of practical teaching, such as establishing a marketing professional laboratory in the school, establishing a marketing training simulation platform on the network, and contacting cooperative marketing professional post practice bases in the society. These development of practical improve the basic guarantee to teaching. On the other hand, we must attach importance to the advancement of the form and content of practical teaching, keep up with the market development and changes, and continuously optimize and adjust, and encourage students to actively innovate in practice in order to continuously accumulate actual work experience, and improve job capacity to better meet the actual needs of employers for application-oriented talents.

#### **4. Conclusion**

In addition, a sound evaluation mechanism, external marketing industry lectures, and a combination of marketing professional education and entrepreneurship education are all effective ways to reform and develop marketing professional education aiming at cultivating application-oriented talents. It is the need both for student development and the marketing majors development. It is necessary to actively update concepts and actively innovate methods in order to receive better teaching results and cultivate more high-quality marketing majors for the society.

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